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ABSTRACT

The project described in this report was conducted at Temple University (Pennsylvania) to design a collegial process and the necessary instructional materials to enable the practicing vocational educator to engage in professional development with a commitment to a formative approach. The project attempted to bring inservice vocational teacher certification programs in the state in close approximation with school-based "induction" and "continuing professional development" programs. During the project, a process was developed and built into the present certification program to facilitate a formative approach and serve as a bridge between level I and level II certification. Instructional materials (modules) were developed for use in Temple's existing vocational teacher certification program and vocational teacher educator staff development program. Temple teacher education faculty and staff were trained in the process, which was pilot tested at selected field sites in eastern Pennsylvania. The modules developed in this project make up a large portion of this document. The modules focus on (1) developing a lesson plan to guide group instruction, and (2) facilitating a Council of Educators' review. Each module lists objectives, prerequisites, resources, learning experiences/activities, and level of performance assessment instruments. (KC)

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FINAL REPORT

Meeting the Challenge of Education Reform in PA: Formative Assessment in Vocational Teacher In-Service Preparation

(Contract Number 86-7021)

Thomas J. Walker, Project Director
Robert E. Lees, Project Consultant

TEMPLE UNIVERSITY
Philadelphia, PA

September, 1987

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PREFACE

Improving the occupation of teaching has been at the forefront of public policy discussions in the Commonwealth for the past several years. Commissions, legislators, teacher associations, and teacher educators all have participated in the debate. Emerging from the discussion has been a collective call for strategies that will "professionalize" teaching. To this end, Pennsylvania has implemented a program that calls for support services being provided to newly employed elementary and secondary teachers under the guidance of the practicing profession (i.e. experienced teachers). The program of support is called Induction and it has considerable potential for professionalizing teaching since it provides all teachers with the opportunity to work collegially.

The purpose of this project was to design a collegial process that would enable school-based induction programs to be interfaced with field-centered inservice vocational teacher preparation/certification programs. The unique structure of field-centered inservice vocational teacher certification makes it much more difficult for the practicing profession to influence the ongoing professional development needs of vocational teachers. For the vocational teacher who is prepared/certified through the inservice process, induction will not occur after the instructional certificate has been issued, but rather, at the same time the certificate is being pursued.

Grateful acknowledgement is expressed for the financial support and assistance of the Pennsylvania Department of Education. Bureau of Vocational Education, Dr. Jerry Olson, former Director, Ms. Carolyn Kratz, Chief, Professional Development Services and Mr. James Bishop, Coordinator, Professional Development Services.

Appreciation is extended to Mr. Charles Rushefski, Director, Susquehanna County AVTS, Mr. Joseph Rothdeutsch, Director, Dr. Karl Dutt, Principal, Mr. Stephen Brosky, Supervisor, Lehigh County AVTS, and Dr. Marion Holmes, Director, Mr. Benjamin Dickerson, Principal, Bok AVTS for their cooperation and assistance in providing meeting space for pilot testing the collegial model. Appreciation also is extended to Mr. James Maillet, Master Teacher, Susquehanna County AVTS, Mr. Joseph Genits and Mr. Dale Kemmerer, Master Teachers, Lehigh County AVTS, and Mr. Ray Braccia and Mr. Ralph Bagnatto, Master Teachers, Bok AVTS, for their constructive reaction to the model and their participation in the pilot testing stage. Acknowledgement also is extended to the Temple field staff and VITAL Program interns for their cooperation and assistance with field-testing, and to the vocational teacher educators who reviewed/critiqued the materials developed for the project.

Special appreciation is expressed to Dr. Robert Lees, Assistant Director, North Montco AVTS, who served as project consultant and co-author for the modules and reports associated with the project. Finally, special thanks is extended to Ms. Patricia A. Smith for word processing services and Ms. Rachelina D'Angelo for editorial and graphics assistance.

Thomas J. Walker
Project Director

INTRODUCTORY SECTION

ABSTRACT

86-7021: Meeting the Challenge of Education Reform in Pennsylvania: Formative Assessment in Vocational Teacher Inservice Preparation

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$20,270.00 Federal
7/1/86 to 6/30/87

The purpose of this project was to design a collegial process and the necessary instructional materials to enable the practicing vocational education profession to engage in professional development with a committment to a formative approach. More specifically, this project has brought inservice vocational teacher certification programs in close approximation with school-based "induction" and "continuing professional development". The process engages the practicing profession in clarifying ongoing professional development needs of the inservice teacher as he or she progresses from provisional to permanent vocational certification.

Objectives

1. Build into the existing certification program a structure/mechanism that will facilitate a formative approach and serve as a segue between level I and level II certification.

2. Develop/revise instructional materials for use in Temple's existing vocational teacher certification program (i.e., VITAL/MASTERY) and vocational teacher educator staff development program.

3. Conduct training for selected members of Temple's differentiated teacher education staff (i.e., senior teacher educators, field resource persons, and resident resource persons).

4. Pilot test the process at selected field sites in Pennsylvania's Eastern Region.

Outcomes

1. A vocational teacher education program that fully embraces the commonwealth's formative approach to professional development; and a certification process which is in concert with the intent of "induction" and "continuing professional development".

2. Instructional materials (i.e., modules) for use in vocational teacher education/certification programs and vocational teacher educator staff development programs.

3. A selected group of practicing vocational education professionals (i.e., teacher educators and local vocational educators) with an understanding and committment to Pennsylvania's approach to professional development.

Audience

The materials and results of this project will be beneficial to individuals interested in or directly involved with the professional development of teachers.

Published Materials

- Final Report
- Module entitled, Develop a Lesson Plan to Guide Group Instruction
- Module entitled, Facilitate a Council of Educators' Review

BACKGROUND

In 1983, a white paper by Governor Dick Thornburg called for substantive educational reform in Pennsylvania. The report entitled Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools issued a challenge to the Department of Education to engage in concerted state leadership activities in the area of teacher preparation and certification. The Governor's Agenda for Excellence recognized the importance of a systematic, continuous and extended approach to quality assurance in the preparation and continuing education of education professionals. The implication was that professional preparation is a process not an event: that programs for preparing education professionals extend from preservice preparation through the time one decides to leave the profession. The Governor's challenge has led to a redesign of teacher certification and more stringent standards for becoming an education professional in the Commonwealth. Beginning in 1987, all new teachers will be expected to pass competency tests, complete a structured induction period and participate in continuous professional development as part of the professional contract. Thus, education initiatives in Pennsylvania have demonstrated a reaffirmation and committment to strong teacher education programs.

To respond to the challenge and spirit of the redesign, substantive changes were required in the inservice vocational education teacher preparation delivery system.

Consider, for example, the concept of induction. Generally, it is seen as a mechanism to support the orderly passage of the beginning teacher through his or her initial teaching period. The Pennsylvania Department of Education has defined it as a "process by which a variety of professional support services are provided to newly employed teachers under the guidance of professional personnel to facilitate entry into the teaching profession" (Certification of Professional Personnel, Public School Code, Subsection 49.16).

For most teachers induction follows provisional/ Instructional I certification and results in the practicing profession becoming part of a formative process to help each new teacher clarify ongoing professional development needs requisite to earning permanent/Instructional II certification. Fulfilling the intent of induction in an inservice vocational teacher education program presents a special problem since most people hired to teach vocational subjects are recruited directly from business and industry. Most have had no previous exposure to professional education courses so, in reality, they are trained as teachers on-the-job. For these individuals provisional/Vocational Instructional I certification and permanent Vocational Instructional II certification are earned through a University delivered, and Pennsylvania Department of Education approved, 60 credit "inservice" vocational teacher preparation program. For the inservice vocational teacher,

induction does not occur after the Instructional I has been issued, but rather, at the same time the certificate is being pursued. The unique structure of inservice vocational teacher certification makes it much more difficult for the practicing profession to influence the ongoing professional development needs of vocational teachers.

The activities carried out in this project were set forth to fulfill the formative intent of induction and continuing professional development in an inservice vocational teacher certification program. The project addressed priority number 2c for Personnel Development funds and State Goal VI, subgoal 6.1 for vocational education in Pennsylvania. It also contributed to staff development activities in the local AVTS setting by preparing master teachers and school administrators to facilitate teacher improvement.

METHODS

Objectives

The purpose of this project was to design a collegial process and the necessary instructional materials to enable the practicing vocational education profession to engage in professional development with a committment to a formative approach. More specifically, this project sought to bring inservice vocational teacher certification programs in close approximation with school-based "induction" and "continuing

professional development". The intent was to engage the practicing profession in clarifying the ongoing professional development needs of an inservice teacher as that teacher progressed from provisional to permanent vocational certification.

The enabling objectives to be accomplished were:

1. Build into the existing certification program a structure/mechanism that will facilitate a formative approach and serve as a segue between level I and level II certification.

2. Develop/revise instructional materials for use in Temple's existing vocational teacher certification program (i.e., VITAL/MASTERY) and vocational teacher educator staff development program.

3. Conduct training for selected members of Temple's differentiated teacher education staff (i.e., senior teacher educators, field resource persons, and resident resource persons).

4. Pilot test the process at selected field sites in Pennsylvania's Eastern Region.

Procedures

The procedures will present the steps followed to accomplish the previously stated objectives. The format

used will be to restate each objective and describe the activities that were used to meet it.

1. Build into the existing certification program a structure/ mechanism that will facilitate a formative approach and serve as a segue between level I and level II certification.

The conceptual design and structural components of Temple's field-centered vocational teacher preparation and certification program were examined in light of the Governor's Agenda for Excellence and subsequent committment to continuing professional development. Specifically, Temple's method for making certification decisions on inservice vocational teachers was examined.

A determination was made that certain modifications would need to be made in the program to accommodate various aspects of the Commonwealth's new iniatives. In so doing, vocational teacher preparation and certification would more fully embrace the commonwealth's concept of professional development and be viewed as a process, rather than an event.

The first modification centered around the design of a comprehensive teaching exercise that embraced the critical elements of lesson design set forth by May (1972), Hefferman-Cabrera (1974), Adamsky (1980), and Hunter (1984). Individuals seeking provisional certification as a vocational teacher would be responsible for completing the exercise and presenting it to the practicing profession as

an example of their teaching ability. The exercise is seen as a vehicle for providing base line information and promoting discussion around a beginning teacher's continuing professional development needs. The exercise is detailed in the module, Develop a Lesson Plan to Guide Group Instruction (see Appendix A). A second modification focused on a new structure for engaging the practicing profession in clarifying ongoing professional development needs of the inservice teacher as he or she progressed from provisional to permanent vocational certification. This aspect of the redesign interfaced the expectations and intent of school-based induction with the Temple program.

2. Develop/revise instructional materials for use in Temple's existing vocational teacher certification program and vocational teacher educator staff development program.

Two performance-based professional preparation modules were developed: 1) Develop a Lesson Plan to Guide Group Instruction; and 2) Facilitate a Council of Educators' Review. These modules form Appendix A and Appendix B respectively. Both performance-based modules built upon previously published materials. Consequently, the modules integrated long standing educational practice (i.e., the best of what has come before) with new planning theory and professional development concepts. As part of the development process each module was subject to review by selected content specialists. A copy of the "Module Quality

Review Checklist" used to guide the review and the content reviewers are provided in Appendix C.

3. Conduct training for selected members of Temple's differentiated teacher education staff.

Temple field staff were prepared for their respective roles in the certification/decision making process by the project director. Three separate teams consisting of a Field Resource Associate (FRA) and a Senior Teacher Educator (STE) were identified for each of three AVTS sites in Pennsylvania's eastern region. The FRAs and STEs met with the project director throughout the spring semester to learn the formative assessment protocol to be used for certification decisions. Additionally, the teams explored strategies for integrating the new approach/protocol into the existing Temple 60 credit teacher certification assessment process. The teams actually applied the model during the pilot testing at each field site.

4. Pilot test the process at selected field sites in Pennsylvania's Eastern Region.

The formative assessment protocol was integrated into Temple's existing assessment/certification review process (i.e., Council of Educator's Review) and readied for pilot testing during the spring semester and first summer session of 1987. Three AVTSs that were known to have teachers who were at that point in their preparation program where a certification decision would normally be made, were selected

as pilot test sites: Susquehanna County AVTS, Lehigh County AVTS, and Bok AVTS (Philadelphia).

Personnel at each AVTS who are normally convened for Temple's Council of Educators Review process were instructed in the new protocol at training sessions conducted at each site. Also, because the new assessment process was designed to tie to new teacher induction programs at the local level, colleague/ mentors from each AVTS were invited to participate in the training (see Appendix D). Subsequent to the training sessions the model was pilot tested at Council of Educator Reviews on May 11, 1987 (Susquehanna County AVTS), May 19, 1987 (Lehigh County AVTS) and June 11, 1987 (Bok AVTS, Philadelphia).

Following each Council, the assessment teams discussed/ evaluated the effectiveness of the model and offered recommendations for improvement. The suggestions were incorporated into the training materials developed as part of this project (Appendix A and B).

ANALYSIS

All of the objectives originally proposed in this project were accomplished resulting in the following outcomes:

1. The field-centered vocational teacher education program (i.e., VITAL/MASTERY) is more fully articulated with the school-based initiatives of induction and continuing professional development. The program

changes were pilot tested at three field sites in Pennsylvania's Eastern Region.

2. Performance-based professional preparation modules were developed and reviewed for quality by content specialists. The modules, the Module Quality Review Checklist with list of reviewers can be found in Appendices A, B, and C respectively.
3. Through the training provided to selected members of the differentiated staff of Program VITAL/MASTERY (i.e., teacher educators and cooperating local teachers), there now exists a sufficient number of practicing vocational education professionals who are qualified to facilitate a formative process of "professional development" for vocational educators.

CONCLUSIONS AND RECOMMENDATIONS

Based on the aforementioned progress achieved for each objective and the resulting outcomes, it can generally be concluded that the vocational teacher preparation and certification program in the Eastern Region of Pennsylvania:

1. can be viewed as an ongoing professional development process with teacher improvement as its primary aim;
2. will engage a variety of members of the practicing profession in clarifying continuing professional development needs of the inservice teacher;
3. has the instructional materials (i.e., professional preparation modules) to sustain a continuing training

effort for new and remaining members of the differentiated staff.

This project has impacted on educational reform in Pennsylvania by bringing formative assessment to the forefront of vocational teacher preparation and certification.

The results of this project bring the following recommendations:

1. Continue integrating the formative approach into the certification process by providing training to all members of the differentiated staff at Temple.
2. Integrate the use of the module, Develop a Lesson Plan to Guide Group Instruction into the vocational teacher preparation program.
3. Continue the review process of the two modules developed and make further refinements based on feedback received.
4. Conduct further research and follow-up studies to determine the impact of this process on teacher improvement.
5. Continue to examine the induction process and vocational teacher preparation/certification to enhance further articulation.

DISSEMINATION

The outcomes of this project are being disseminated in several ways.

1. Modules developed through this project will be sent to other centers for Vocational Professional Personnel Development in Pennsylvania. This is being done at the request of personnel who served as reviewers of these materials.
2. This technical report will be available for dissemination through ERIC at the Ohio State University.
3. The modules of this project will become part of the vocational teacher preparation and certification program and consequently will be disseminated throughout Pennsylvania's Eastern Region.

SELECTED REFERENCES

Adamsky, R.A. (1981). Develop a module for individualized instruction: Professional preparation module. Temple University, Philadelphia.

Adamsky, R.A., et al., (1980). Facilitate a Council of Educators' Review. Temple University, Philadelphia, Pennsylvania.

Develop a Lesson Plan (1977). Professional Teacher Education Module Series. The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

Hefferman-Cabrera, P. (1974). The potential for humanistic endeavor. In W.R. Houston (Ed.), Exploring competency-based education. Berkley: McCutchen Publishing Corporation.

Hunter, M. (1976). Prescription for improved instruction. TIP Publications, P.O. Box 514, El Segundo, California.

May, F.B. (1972). Some practical suggestions for developing competency-based, independent study modules for teacher education. The Journal of teacher education, 23(2). 155-160.

Pennsylvania School Code, certification of professional personnel, Chapter 49. Harrisburg, PA.

Walker, T.J. and Lees, R.E. (1986). Facilitating the Induction of Beginning Vocational Teachers into the AVTS Setting. (Technical Report). Temple University, Philadelphia, Pennsylvania.

Appendix A

Module:
Develop a Lesson Plan to Guide Group Instruction

DEVELOP A LESSON PLAN TO GUIDE GROUP INSTRUCTION

Professional Preparation Module

Vocational Teacher

he Department of Vocational Education
emple University
hiladelphia, PA 19122

DEVELOPMENTAL MATERIALS:
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MODULE

DEVELOP A LESSON PLAN TO GUIDE GROUP INSTRUCTION

1987

The Center for Vocational Personnel Preparation

Temple University

Philadelphia, PA 19122

Project Staff:

Thomas J. Walker, Project Director

Robert E. Lees, Project Consultant

NOTE: Much of the content of this module was taken directly from Module B-4 of Category B - Instructional Planning, Professional Teacher Education Module Series. The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1977.

INTRODUCTION

Planning instruction for groups of students is a time-honored practice of American education. The scene is as familiar as a Norman Rockwell painting. One teacher and a class of 20 to 30 students, often of different grade levels, all being taught as if they possessed the same aptitude and ability for learning. The notion seemed to be "to fit the learner to the program".

Over the past two decades, however, researchers have been able to document the benefits of individualized orientations to teaching (i.e., adapt the program and methodology to the learner). Consequently, practices such as mastery learning, competency-based education (CBE), and self-paced, individualized learning packages have contributed to recasting the image of the teacher. Replacing the old image where teachers were seen merely as classroom lecturers and purveyors of information, is a much more dynamic role definition where teachers are viewed as instructional leaders having to make hundreds of

independent decisions during the course of a typical day as they facilitate the learning process.

Because of the attention being given to this new orientation and the apparent incentive to individualize and personalize instruction, some educators believe the long standing tradition of group instruction is being challenged. Others, namely proponents of CBE and Mastery Learning, argue that group instruction and individualized orientations are a contradiction in terms. Neither interpretation is accurate. Although the terms appear incongruent, it is a misconception that group instruction is not consistent with the tenets underlying CBE or Mastery Learning. In fact, just the opposite is true. Group instructional strategies could be among the most purposeful methods a teacher uses within the framework of an individualized orientation. The key here is not what method or technique is used, but when, how, and for what purpose it is used.

Consider, for example, a teacher who plans and conducts a demonstration for a group of students, videotapes it, and then includes it as a learning experience in a module or learning packet designed for

individualized instruction. In this instance, the teacher has used a group instructional strategy (i.e., a demonstration) and integrated it into an individualized approach. Other occassions that might warrant a teacher's decision to use group instructional strategies as part of a CBE or Mastery Learning delivery system are when (a) students in the class have similar needs and would benefit from being brought together as a small group, (b) the lesson objectives require group processes or group interaction, or (c) resources and instructional materials necessary for directed, individualized instruction are not available.

Effective group instruction will not happen by chance. We know from research that teachers who are effective in the classroom are those who engage regularly in some form of educational planning. Additionally, research on how people learn has provided educators with significant insights on the relationship between purposeful planning and effective instruction.

This module is designed to integrate long standing educational practice with new planning theory. Upon completion of its learning experiences you will be competent in planning instruction for groups.

ABOUT THIS MODULE

Terminal Performance Objective:

In an actual school setting, plan instruction for groups. Your performance will be assessed by your resource person using the Teacher Performance Assessment Form, on pages 58 - 59.

Enabling Performance Objective:

1. After completing the required learning activities, demonstrate knowledge of the learning process (Learning Experience I).

2. After completing the required learning activities, demonstrate knowledge of instructional planning (Learning Experience II).

3. Given a sample lesson plan developed to guide group instruction, evaluate the plan (Learning Experience III).

4. Utilizing your present knowledge of how to teach, write a preliminary lesson plan to guide group instruction (Learning Experience IV).

Prerequisites:

Instructional planning is a foundation for good teaching and requires teachers to draw on an extensive knowledge of pedagogy. Therefore, to effectively plan for group instruction, your knowledge base must be grounded in curriculum development, instructional planning, instructional execution, instructional evaluation, and instructional management. If not, you

may want to complete the following modules, as needed, before attempting to meet the terminal objective of this module:

Professional Preparation Module Series (Temple University)

Curriculum X1 - Validate an Occupational Analysis

Curriculum X2 - Prepare Valid Performance Objectives

Professional Teacher Education Module Series (Ohio State University/AAVIM)

Instructional Planning: B1, B2, B5, B6

Instructional Execution: C1 thru C30

Instructional Evaluation: D1 thru D4

Instructional Management: E1, E5

Resources:

A list of resources which supplement those contained within this module follows. Check with your Resource Person (1) to determine the availability and location of these resources, (2) to locate additional references if needed, and (3) to get assistance in setting up activities with peers or observations of skilled teachers. Your Resource Person may also be contacted if you have difficulty with directions, or in assessing your progress at any time.

LEARNING EXPERIENCE I

Optional - Selected outside references related to the learning process.

LEARNING EXPERIENCE II

Optional - A master teacher or supervisor of instruction to discuss instructional planning.

LEARNING EXPERIENCE III

Optional - Instructional plans of master teachers at your school which you can review.

LEARNING EXPERIENCE IV

Required - A resource person to evaluate your preliminary instructional plan and to determine what additional (prerequisite) modules must be completed before attempting to meet the terminal performance objective.

LEARNING EXPERIENCE V (FINAL)

Required - An actual school setting in which you can develop an instructional plan for groups. A resource person to assess your competency in developing a lesson plan.

LEARNING EXPERIENCE I

OVERVIEW

Enabling Objective:	After completing the required learning activities, demonstrate knowledge of the learning process.
Activity:	You will be reading the information sheet, The Learning Process, pp. 8-11.
Optional Activity:	You may wish to refer to several selected references for further reading. See pp.12 for a listing of these references.
Practice Activity:	You will complete an exercise consisting of one matching item and one short answer item on pp. 12 - 13.
Feedback:	You will be assessing your performance by comparing your responses to the model answers on pp. 14 - 15.

Activity: For information regarding the learning process, read the following information sheet:

THE LEARNING PROCESS

The goal of instruction is to help students learn. To effectively plan for instruction (group or individualized), you must have some understanding of the learning process. That is, you will have to know how people learn before you can plan instruction that actually leads to quick and efficient learning. Instructors must use learning principles at all stages of planning and throughout the delivery of instruction. Therefore, learning theory cannot be avoided, for it provides a basis for establishing the structure of a plan.

Because learning takes place inside the learner and is not directly observable, there are many theories on how people learn. The purpose of this section is not to enumerate the many theories of learning. Rather, it is to acquaint you with one simple but widely accepted model of the learning process that you can draw on when planning instruction for groups. The model described in the following paragraphs was developed by Robert Gagne and Leslie Briggs.

In the Gagne-Briggs model, learning is viewed as a step by step method of processing information. The model, as presented here, must be recognized as an over-simplification of a very complex process. Its value is not as a true and complete representation of the process, but as a model useful for planning and delivering instruction.

The Gagne-Briggs model proposes that the learner possesses certain internal structures through which information is sequencially processed. This processing sequence constitutes the act of learning. These internal structures include: 1) motivation; 2) attention; 3) encoding; 4) storage; 5) recall; 6) transfer; 7) performance; and 8) feedback.

To begin the process of learning, learners internally establish a state of expectancy, that is, they become motivated to learn. What information is actually processed depends on the learner's selective perception or attention. Information not attended to will disappear immediately (i.e., in one ear and out the other). Since what your students choose to listen to varies, you will want to consider a variety of techniques to help them focus their attention selectively on what is important. Information that is attended to and processed at this step, enters a learner's short term memory but tends to be forgotten in a short period of time unless encoding and practice takes place. In order for encoding to occur, information must be organized

into meaningful patterns and concepts, or other images that can be connected to information already existing in a learner's long term memory. Only by experiencing instruction in this way will a learner find meaning and relevance in new material.

After information is encoded (placed in short term memory), it must be practiced before it is likely to be stored or retained in long term memory. Information that has been transferred to a learner's long term memory enables the material to be recalled effortlessly and automatically. Recall is the ability of a learner to retrieve information from storage when appropriate cues are given. In a sense, these cues scan the memory and retrieve information. A learner's ability to recall information is related, to a large extent, to the effectiveness of the practice activities planned for the learner. Since learning involves remembering, considering appropriate cues is also an essential planning skill. The encoding of new information usually accompanies the retrieval of stored information since new information becomes meaningful only through its integration into existing information. A more complex type of retrieval requires that information in storage be generalized to other situations. This process of generalization is called transfer of learning. The next step in the flow of information involves performance of the learner. Given appropriate cues, information is retrieved and a verbal or motor response is generated. The performance of

an occupational skill may be the motor response planned as the final outcome of a lesson. Feedback then reinforces this response or performance. Figure (1.1) depicts the sequence of processes in Gagne-Briggs learning model.

A simple model of the learning process has been presented in this information sheet. The model is comprised of eight steps: motivation, attention, encoding, storage, recall, transfer, performance, and feedback. It is from this learning model that instructional decisions must be made when planning and delivering lessons.

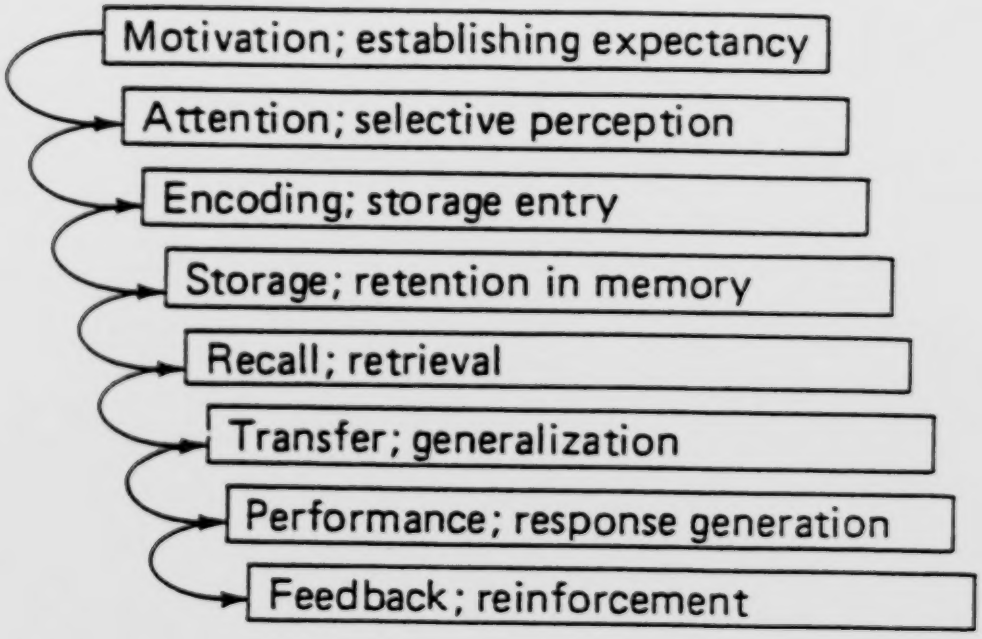


Figure 1.1 GAGNE-BRIGGS MODEL OF THE LEARNING PROCESS

Optional Activity:

For further information about the learning process, you may wish to read the following references:

Gagne, Robert M. Essentials of Learning for Instruction, New York: Holt, Rinehart and Winston, Inc., 1975.

Gagne, Robert M. and Leslie J. Briggs, Principles of Instructional Design, 2nd ed., New York: Holt, Rinehart and Winston, Inc., 1975.

Hunter, Madeline.
Motivation Theory for Teachers;
Reinforcement Theory for Teachers;
Teach More - Faster;
Teach for Transfer;
El Segundo, California: TIP Publications, 1986.

Practice Activity:

The following written exercise will reinforce and check your comprehension of the material from the preceding information sheet. Please complete the following items in the space provided.

---

1. Column A contains a list of the steps in the learning process. Column B contains words or statements which briefly describe each step. In the space provided, sequence the steps (Column A) and match each step with the appropriate descriptor (Column B).

Column A	Column B
1. Encoding	1. response generation
2. Recall	2. selective perception
3. Motivation	3. retrieval
4. Feedback	4. reinforcement
5. Transfer	5. establishing expectancy
6. Attention	6. generalization
7. Performance	7. retention in memory
8. Storage	8. storage entry

Sequencial Steps	Description
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

2. In your own words, describe why knowledge of the learning process is important when planning instruction?

Feedback: Compare your answers to items #1 and #2 of the practice activity to the Model Answers given below. Your responses should be similar to the model responses.

Model Answers

1.

Sequencial Steps	Descriptions
1. Motivation	1. Establishing expectancy
2. Attention	2. Selective perception
3. Encoding	3. Storage entry
4. Storage	4. Retention in memory
5. Recall	5. Retrieval
6. Transfer	6. Generalization
7. Performance	7. Response generation
8. Feedback	8. Reinforcement

2. The goal of instruction is to help students learn. If we are going to plan instruction that will affect student learning, we must know how learning takes place. Once a teacher understands the learning process he/she will be more likely to design instruction that facilitates the learning process. It follows that the components of instructional planning will reflect the steps in the learning process.

LEVEL OF PERFORMANCE: Your responses to item #1 and #2 should be similar to the model answers. If they are not, you will want to review the information sheet again, complete the optional activity, or check with your resource person for further clarification.

LEARNING EXPERIENCE II

OVERVIEW

Enabling Objective:	After completing the required learning activities, demonstrate knowledge of the important considerations for developing a plan to guide group instruction.
Activity:	You will be reading the information sheet, Instructional Planning, pp. 17 - 33.
Optional Activity:	You may wish to discuss instructional planning for groups with a master teacher or supervisor of instruction at your local school. See pp. 34 for details.
Practice Activity:	You will complete the written exercise on pp. 34 - 35.
Feedback:	You will be assessing your performance by comparing your responses to the model responses on pp. 36 - 38.

Activity: For information regarding the purpose of instructional planning and the essential components of an instructional plan, read the following information sheet:

INSTRUCTIONAL PLANNING

The Why's of Instructional Planning

In all of the literature, no two educators agree completely on the content and form of an instructional plan; however, the one point they all agree on is that all teachers need to do some form of instructional planning.

Why is daily instructional planning so vital to the teaching process? The overworked analogy of the cook in the kitchen shows why. Novices attempting to create an edible meal need to know when the meal is to be served and how much time each item needs to cook before they can know when to start each item. They need recipes to show them how to prepare each item. These recipes indicate time, quantities, order. They need to know what foods go best with other foods to make a well-balanced meal. In other words, they need to plan in advance. As these cooks become more and more proficient, their planning stages may become less visible to an onlooker, but they are still there; they just come

more easily since they have developed the habit of thinking in planning patterns.

Likewise, beginning teachers need to prepare thorough plans to guide their instructional efforts. In order to make a plan, you have to think through (1) where you're going, (2) how you're going to get there, and (3) how you'll know when you've arrived (i.e., have the students learned?). You are visualizing just what you will do when you walk into the classroom. In addition, through good planning you can anticipate problems and plan, in advance, to eliminate or overcome them. You have probably had the experience of studying for an exam and feeling you really knew the material-that is, until you were asked to use it on the test. At this point, you realize that you were just aware of the material. When you have to explain material to someone else, an in-depth comprehension of the material is needed; this takes careful planning, and through the planning process one really masters the material. Planning also allows you to anticipate what your needs will be for supplies, tools, equipment, and other support materials. All of these organizational efforts are ultimately a time saver. As you plan on paper, you will weed out the extraneous and save the essential.

In the classroom, the plan serves as a guide for delivering instruction. The fact that your lesson is well planned should

give you confidence and give your lesson a sense of purpose and direction. Figure 2.1 illustrates the concept of planning as it relates to instruction.

What Is an Instructional Plan?

Webster's dictionary defines a lesson as a division of a course of instruction, but does not specify how the divisions are made. A common method of dividing a vocational course is to identify the duties and tasks/competencies performed by incumbent workers; a method currently mandated in the state of Pennsylvania and many other states across the nation. From task/competency statements, terminal performance objectives (TPO's) are developed forming the outcomes (i.e., curriculum) of the course. It is toward these specific outcomes (TPO's) that enabling performance objectives (EPO's) are developed and instruction is planned. [1] From this curricular framework, a teacher can decide on either an individualized or group paced approach to instructional planning. If the decision is to use group paced instruction (the focus of this module - see module X-3 for individualized instructional planning) a teacher may decide to plan a lesson for each specific EPO, or for various combinations of EPOs, leading to the terminal performance objective (TPO). It is the teacher who must accept responsibility for deciding on the appropriateness, timing, and sequence for conducting group paced instruction. Figure 2.2 illustrates the concept of enroute learnings and depicts the

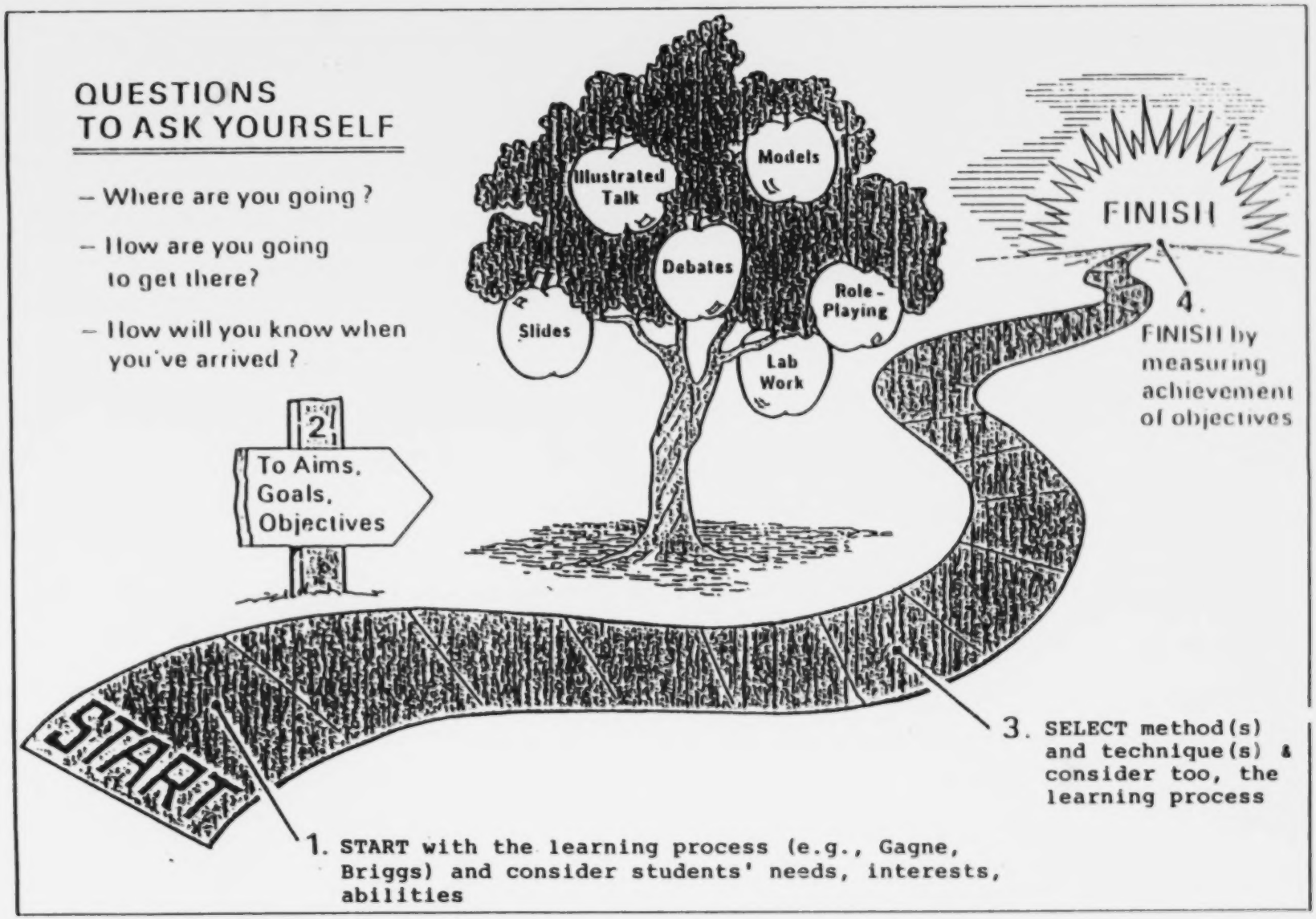

QUESTIONS
TO ASK YOURSELF
– Where are you going ?
– How are you going to get there?
– How will you know when you've arrived ?
2. To Aims, Goals, Objectives
Illustrated Talk
Models
Debates
Role - Playing
Slides
Lab Work
FINISH
4. FINISH by measuring achievement of objectives
START
3. SELECT method(s) and technique(s) & consider too, the learning process
1. START with the learning process (e.g., Gagne, Briggs) and consider students' needs, interests, abilities

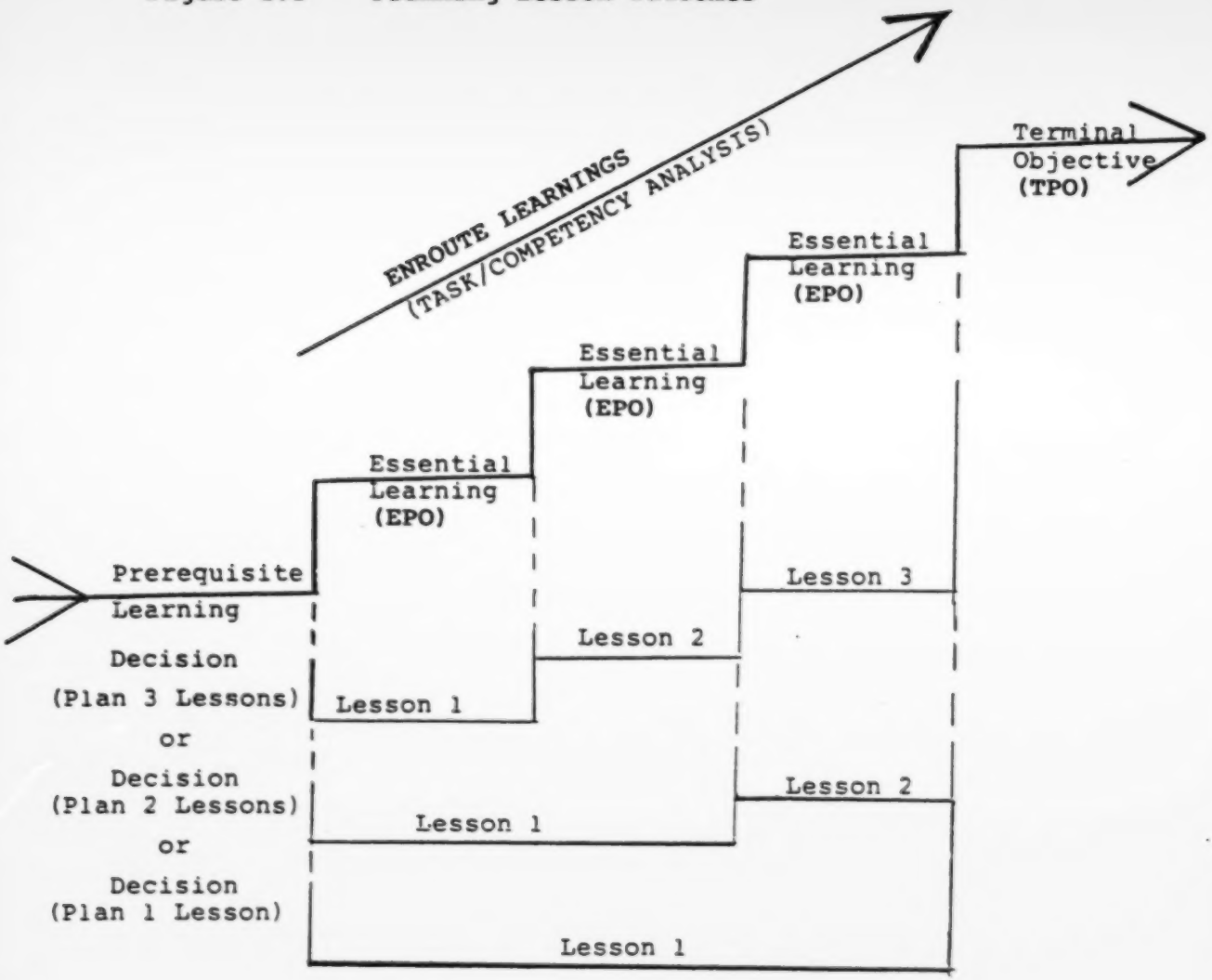
FIGURE 2.1 Road to Planning

relationship of the EPO to the TPO and the alternative decisions a teacher must make when planning lessons.

Briefly stated, an instructional plan is a clearly written, flexible and personalized set of guidelines layed out by the teacher for the intent of enhancing the probability of a student learning a desired outcome. It is personalized in two senses: 1) it is based on the individual needs, interests and abilities of the students; and 2) it is formated according to the goals, needs, and style of the teacher.[2] Although the format for writing lesson plans vary, every lesson plan should have a well-defined structure or core of common elements. The purpose for structure is to address and enhance the learning process discussed previously in learning experience #1.

Basically, there are <u>three</u> commonly recognized major sections to any instructional plan: 1) lesson approach; 2) lesson development; and 3) lesson conclusion. In addition, to these major sections, lesson plans typically include other miscellaneous information. The following discussion of lesson structure details the three major sections, their components, and the type of miscellaneous information that could be part of any good instructional plan. A sample format detailing lesson plan structure is provided on page 33.

Figure 2.2 Planning Lesson Outcomes



Miscellaneous Information

The type and amount of miscellaneous information will depend on your particular teaching situation and needs. You may want to include the name of the course (e.g., Welding); the duty, tasks, and/or title of the lesson (i.e., Pour a lead babbit); the grade level of the students; the time required to deliver the lesson; the period or hour the class meets; and the teacher's name. Announcements should be written into your lesson plan and given at an appropriate time so as not to interfere with instruction (e.g., at the beginning or end of the lesson). You may want to include such items as 1) an upcoming vocational student organization meeting, 2) the deadline for turning in homework, or 3) an upcoming student assembly or field trip. This type of information typically appears somewhere at the beginning of your instructional plan.

In addition to the above information, it is important to list all resources necessary for carrying out the lesson. This list might be designated "Required Resources" and appear either at the beginning or at the end of the lesson depending on your preference. This list should include such things as machinery, equipment, tools, materials, parts, supplies, media or audiovisual aids, reading material, bulletin boards, etc. Consider again the recipe analogy: It's easy to bake a casserole from memory and then realize halfway through that you neglected

to buy one of the necessary ingredients. With the required resources listed, you are less likely to forget something.

Lesson Approach

The lesson approach section of a plan includes two critical components: 1) the lesson objective(s); and 2) the lesson introduction. Objectives give direction to instruction. If instruction is planned around an enabling performance objective, the focus will be on learner performance. Since EPO's have little relevance in isolation, it is logical that the TPO from which the EPO was drawn be included in the plan, or at least shared with the learner. However, instruction planned around a terminal performance objective will include several EPO's and will have an occupational task as its focus (i.e., worker performance).

Whatever type of objective is chosen, it must contain three essential parts. The heart of the objective is the statement of performance. This performance may be an occupational skill (i.e., a task), a cognition (i.e., body of knowledge or information), or a desired attitude. In any case, the performance must be an observable student behavior. Secondly, an objective needs to contain information concerning the conditions under which the above performance will occur. The third part of an objective is the criterion on which satisfactory performance will be judged (i.e., standards of performance). These three

components when combined must form a statement which is easily understood by both teachers and students. The objective(s) should be written clearly and will be shared with students in advance of instruction. This brings us to the second critical component of the lesson approach: the lesson introduction.

The major purpose of the lesson introduction section is to plan strategies that will enhance students motivation and their readiness for learning. The introduction section of the lesson plan is prepared to address the first two steps in the learning process (refer to Figure 1.1 in Learning Experience #1). The introduction should attract the students attention, create a state of expectancy in the students (i.e., motivate them) and provide a meaningful context for learning new material. The introduction component of the instructional plan will include written cues for the instructor to follow so students are oriented to: 1) the objectives of the lesson, 2) the relationship of the lesson to previous experiences, 3) what is expected of them, and 4) the importance of mastering the objective. To gain and hold the attention of students from the start, several types of "lead-ins" should be considered: telling an interesting story or anecdote, giving a brief demonstration, asking provocative questions, or presenting historical information. Preferably, students should be involved in some way, by suggesting answers to the provocative questions,

assisting in the demonstration, sharing their related experiences, etc. [3]

Lesson Development

Once you have determined where you are headed (i.e., content to be taught), and have determined how you will get your students ready for the journey (i.e., motivation, etc.), you then need to plan how to get your students there. This is the main section of your instructional plan and is normally devoted to presentation and practice. First, you need to select the most appropriate methods and techniques with which to communicate the material to students. Secondly, you must determine the most appropriate practice activities that help students remember the information and recall it on cue. These activities should be planned as exercises to review, rehearse, summarize or enhance material. Practice activities also should progress from guided opportunities (i.e., teacher directly involved) to independent application and performance simulation (i.e., without any teacher assistance) so information will be transferred from your students short term memory to their long term memory. What is appropriate in each instance depends on a multitude of variables: your objectives of instruction; the individual needs, interests, and abilities of the students; whether the learning is a knowledge, skill, or attitude; and available time and resources. When you have considered all the variables, you can then decide the

techniques and activities that fit your situation. The following list is a sampling of techniques and activities that could be used to convey information and/or provide students with opportunities for practicing and applying information:

Brainstorming
Chalkboard
Community study
Demonstration
Discussion
Displays
Drill
Practice
Exhibits
Field trips/research
Films
Flip chart
Illustrated talk
Laboratory work
Problem-solving
Projects
Question and answer
Resource persons
Review
Role-playing
Supervised study
Transparencies
Verbal illustrations
Videotape
Visual illustrations
Homework assignment
Independent study
Large-group/small group instruction [4]

The format of the lesson development section of your instructional plan will vary depending on lesson objectives and activities. Some teachers will plan a lecture/presentation using an outline form while others will simply list key points. If you were planning a demonstration, you might need to list, in detail, the steps of the demonstration in the exact sequence they are to be performed. You would probably need to include any special safety rules involved in the activity also. If you were planning a group discussion, you would prepare a list of key questions to guide the discussion and keep it moving. If the activity you were planning involved role playing, you would probably need to describe the activity in paragraph form. Whatever format you

choose, the information you include must be sufficiently detailed and organized in a manner that it has utility for another teacher (e.g., substitute teacher).

Eliciting student performance through application/practice activities and providing immediate and substantual feedback should be done on a regular basis and planned throughout the lesson. This is especially true if the material is new and/or fairly complex. Eliciting performance and responding to students increases the efficiency of learning. With each learning experience, the level of student activity should increase and move the learner closer toward the attainment of the enabling or performance objective. Providing students with regular practice activities (1) transfers information into long term memory, (2) enhances retention, and (3) allows you to monitor student learning and make necessary teaching adjustments along the way.

The concept of practice can be confusing and misleading in a competency-based program. Practice can be planned as an activity solely intended to reinforce essential content (e.g., where students are asked to review, rehearse, summarize, or critique theory or information undergirding performance). Or, it can be designed as a performance simulation where students are expected to integrate previously learned material and physically demonstrate their ability to perform a task or competency. Complicating matters further is that practice can be designed as

a guided exercise (i.e., with the assistance and supervision of an instructor) or as an independent activity where students are expected to perform without any assistance at all.

As a general rule of thumb you should plan for both levels of practice beginning with activities designed to reinforce essential content and building toward independent performance simulations. The important point to remember is that for the performance of a task/competency to become effortless and automatic, extensive practice must occur for each and every step in the skill.

Lesson Conclusion

The lesson conclusion is comprised of two components: 1) a summary of the lesson and 2) evaluation. The summary is a brief review of the content of the lesson and a refocus on the objectives. Reviewing the major concepts helps to ensure retention of the materials. In planning the review you will want to help students understand how the pieces of the puzzle fit together (i.e., the relationship of the concepts to one another). You will also want to help them draw conclusions and evolve generalizations, thereby facilitating the transfer of learning. Involving the students by asking a few well thought out questions can help you gauge the extent to which the students are with you. It is important to end the summary portion of your lesson by

relating what has been learned to the lesson objective(s), as well as to previous and future objectives. That is, leave the students with a clear idea of where they have been, where they are now, and where they are headed. In doing so, re-establish the link between the lesson and specific job applications (i.e., tasks). This serves to motivate the learner to retain the material. Although the lesson summary appears near the end of the instruction plan and is most often thought of as a device to bring closure to a presentation, you will often find it necessary to plan several spaced mini-reviews or practice activities throughout the lesson. In this sense you are "summarizing" as you teach in a effort to monitor student learning.[5]

The evaluation component of the lesson conclusion is the method for determining the extent to which students have achieved the specified objective(s). Evaluation may be formal or informal depending on the length and objectives of the lesson and can be reviewed as a "special" form of practice. A formal evaluation usually involves the use of an assessment instrument (e.g., test, quiz, rating scale).

The type of assessment instrument you select should be consistent with the type of objective the students are expected to accomplish. A paper and pencil test would certainly not be the most appropriate instrument for measuring the performance of a skill. Instead, you may develop a checklist and/or rating

scale, observe students performing the skill, and rate their level of performance.

There are many ways to informally evaluate your students; the most common, probably, is questioning. Whether formal or informal methods are used, providing student feedback is an important element of evaluation. All learners need specific feedback on their performance. Positive feedback reinforces current learning and motivates students to learn more.

Some of the most common methods for assessing student performance include the following:

- Objective test items
  - True-false
  - Multiple-choice
  - Completion
  - Fill-in-the-blanks
  - Listing
  - Matching
- Essay questions
- Short answer questions
- Oral questions
- Performance Test
  - Checklists
  - Rating scales
- Standardized tests [6]

Another important element of evaluation is self-assessment. Self-assessment should be encouraged and practiced. Students should be encouraged to evaluate their own performance and accept much of the responsibility for their own learning. You can model this behavior for your students by self-evaluating your own performance on a regular basis. Immediately following instruction, you may consider writing down general comments

relative to your instructional plan and its effectiveness in helping you achieve your stated objectives. What did and didn't work? What might be changed in your plan to make it more effective? These general comments should be written on the plan itself in a section designated Notes.

In conclusion, there can be many ways to evaluate student performance. The important point is that whatever method you decide upon, it must be sufficiently planned in advance for effective and efficient execution to occur.

Sample 1 on the next page is an example of how the components of a lesson plan may be structured.

SAMPLE 1

Instructional Plan (Format)

Program _____ Instructor _____

Duty _____ Task _____

Terminal/Enabling Performance Objectives:

Introduction:

Presentation:

- Content Outline
- Demonstration

Practice Activity:

- Guided Practice
- Independent Practice
- Simulation

Summary:

Evaluation:

Required Resources:

Notes: (Self-evaluation)

Optional Activity: For further information regarding instructional planning for groups, you may wish to meet with a master teacher or supervisor of instruction at your local school to discuss the following topics: 1) the purpose of instructional planning, 2) group instruction in an individualized program, 3) the essential components comprising the lesson plan structure.

Practice Activity: The following written exercise will reinforce and check your comprehension of the material contained in the preceding information sheet. Please complete the following items in the space provided.

---

1. Why is instructional planning important to the teaching process?

2. List the three major sections of an instructional plan and their related components.

3. Using the table below, indicate how each component of an instructional plan enhances the various steps in the learning process. Indicate the relationship by placing an "X" in the appropriate column and row.

RELATIONSHIP OF LESSON COMPONENTS TO THE LEARNING PROCESS

LEARNING PROCESS	APPROACH		DEVELOPMENT		CONCLUSION	
	Objectives	Introduction	Presentation	Practice	Summary	Evaluation
Motivation						
Attention						
Encoding						
Storage						
Recall						
Transfer						
Performance						
Feedback						

Feedback: Compare your answers to items #1, #2, and #3 of the practice activity to the Model Answers given below. Your responses should be similar to the model responses.

Model Answers

1. Teachers need to prepare thorough plans to guide their instructional efforts. Good planning forces teachers to think through 1) where they are going, 2) how they will get there, and 3) how they will know when they arrive (i.e. achieved lesson objective).

   Planning allows a teacher to anticipate his/her resource needs and foresee and eliminate problems. Effective planning is the best guarantee for delivering effective and efficient instruction.

2. Major Sections & Related Components

   1. Lesson Approach
      a) objectives
      b) introduction
   2. Lesson Development
      a) presentation and practice
      b) application
   3. Lesson Conclusion
      a) summary
      b) conclusion

3.

RELATIONSHIP OF LESSON COMPONENTS TO THE LEARNING PROCESS

LEARNING PROCESS	APPROACH		DEVELOPMENT		CONCLUSION	
	Objectives	Introduction	Presentation	Practice	Summary	Evaluation
Motivation	X	X				
Attention	X	X				
Encoding		X	X	X		
Storage			X	X	X	
Recall			X	X	X	X
Transfer				X	X	X
Performance				X	X	X
Feedback				X	X	X

LEVEL OF PERFORMANCE: Your responses to items #1, #2, and #3 should be similar to the model answers. If they are not, you will want to review the information sheet again, complete the optional activity, or check with your resource person for further clarification.

FOOTNOTES

1. To gain skill in developing valid task lists and performance objectives, you may wish to refer to Modules X1 and X2.

2. To gain skill in determining the needs and interests of students, you may wish to refer to Module B1.

3. To gain skill in introducing a lesson, you may wish to refer to Module C10.

4. To gain skill in using a specific method or technique, you may wish to refer to the appropriate Module in Category C - Instructional Execution.

5. To gain skill in summarizing a lesson, you may wish to refer to Module C11.

6. To gain skill in instructional evaluation, you may wish to refer to Modules D1, D2, D3, D4.

LEARNING EXPERIENCE III

OVERVIEW

Enabling Objective:	Given a sample instructional plan for guiding group instruction, evaluate and critique the plan.
Activity:	You will be reviewing, evaluating, and critiquing the sample instructional plan, Resumes', on pp. 40-41. The checklist, pp. 42, should be completed when evaluating the plan.
Feedback:	You will compare your evaluation and critique of the instructional plan with the Model Evaluation/Critique on pp. 44 - 46.
Optional Activity:	You may wish to further evaluate actual lesson plans of master teachers at your local school.

Activity: Review, evaluate, and critique the following instructional plan using the checklist on pp. 42. Any item on the checklist that receives a NO should be explained in the critique section of the checklist.

LESSON PLAN

Class: 5th Period

Level: 10th Grade

Date: January 8, 1972

Teacher: Mr. Nelson

Lesson Objective: To acquaint the learner with the techniques for developing an acceptable resume.

Technique: Lecture

Content Outline:

I. Basic Information

A. Define a resume

A resume or personal data sheet is a summary or abbreviated account of a person's career and qualifications typically used when applying for a position.

B. Indicate why a resume is important

Since an employer may grant personal interviews to the best-qualified applicants, a well-written resume may be your only opportunity to secure employment. The resume must convey to the prospective employer that you have abilities that meet his firm's needs.

II. Resume Content

A. Personal information

1. Name
2. Address
3. Telephone number
4. Education
5. Age
6. Weight
7. Height
8. Health
9. Marital status

B. Subjects studied relating to desired employment.

C. Student activities.

D. Special skills.

E. Work experience.

F. References.

Summary: Question and Answer

Key Questions: What is a resume?
Why is a resume important?
What six items must be contained in a resume? Why?

Homework Assignment: Have students develop their own resumes.

Evaluation: Teacher will judge if resumes contain appropriate information.

Resources: None

Checklist for Evaluating Sample Instructional Plan

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO box to indicate whether the lesson plan components are adequate. Place an X in the N/A box if a particular component is not applicable. Explain any NO response in the critique section

	LEVEL OF PERFORMANCE		
	N/A	NO	YES
1. Formatted correctly	_____	_____	_____
2. Miscellaneous Information	_____	_____	_____
3. Objective(s) stated as EPO/TPO's . .	_____	_____	_____
4. Lesson Introduction	_____	_____	_____
5. Presentation (Content Outline) . . .	_____	_____	_____
6. Practice	_____	_____	_____
7. Lesson Summary	_____	_____	_____
8. Evaluation	_____	_____	_____
9. Resource listing	_____	_____	_____
10. Notes for self-evaluation	_____	_____	_____

Critique:

Critique (con't)

Feedback: Compare your evaluation and comments to the Model Evaluation and comments given below. Your responses should be similar to the model responses.

Model Evaluation

	LEVEL OF PERFORMANCE		
	N/A	NO	YES
1. Formatted correctly	____	X	____
2. Miscellaneous information	____	____	X
3. Objective(s) stated as EPO/TPO's . .	____	X	____
4. Lesson Introduction	____	X	____
5. Presentation (Content Outline) . . .	____	____	X
6. Practice	____	X	____
7. Lesson Summary	____	____	X
8. Evaluation	____	X	____
9. Resource listing	____	X	____
10. Notes for self-evaluation	____	X	____

Model Critique:

There is a stated objective, but the objective is not stated in terms of student behavior. Furthermore, the conditions and

the criteria are missing. There is no indication whether it is an EPO or TPO.

The introduction has been overlooked completely; thus, no orientation or motivation is provided.

The technique selected and the content outline are passible. However, a combination of techniques and some provision for student involvement would be preferable. The content outline is appropriate to the lecture method.

There are no practice activities that enhance encoding or student recall. This important component has been completely overlooked. Although a homework assignment has been planned, the value of this activity is questionable. The students have only "heard" about resumes, but have never been shown a sample. Based on the type of lesson given, it would probably be preferable for them to make their initial attempts in class with the teacher available.

The summary is included and provision is made for student involvement. However, the students have just sat passively through a lecture. This summary could encourage them to parrot back what they've heard since it follows the content outline so closely. The summary fails to specifically relate what has happened in the lesson to the lesson objectives.

The evaluation method is provided, but it is too vague to be measurable. What criteria will this teacher use to judge the resumes? How does he/she know what is "appropriate"?

A resources category is included, but no resources were used. Resources should have been used. At the very least, sample resumes should have been provided, or students should have been given information regarding where they could locate samples. The lecture could have been enhanced by the use of a transparency of a sample resume. Too little of the students' senses are utilized; they get to exercise only their ears up until the summary.

Finally, there is no space provided for the teacher to make evaluative notes on the plan's success.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same major points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Instructional Planning, pp. 17 - 33 or check with your resource person if necessary.

Optional Activity:

For experience at evaluating and critiquing actual lesson plans, you may wish to obtain lesson plans from master teachers at your local school. You will want to use the checklist on pp. 42 as a basis for your evaluation.

LEARNING EXPERIENCE IV

OVERVIEW

Enabling Objective: Utilizing your present knowledge of planning to guide group instruction, write a preliminary lesson plan.

Activity 1: You will be:

1) selecting objective(s) (TPO and/or EPO) from your curriculum that lends itself to group instruction.
2) developing an instructional plan which would enable a group of students to achieve the stated objective(s).

Feedback: Your preliminary lesson plan will be evaluated by your resource person, using the Assessment Instrument on pp. 53 - 54.

Activity 2: Prior to starting the final learning experience, you will determine with the assistance of your resource person what additional experiences (i.e., modules) you must complete to enable you to achieve the TPO of this module.

Feedback: Your progress toward completing the experiences outlined in the above needs assessment

activity will be monitored by your resource person.

Activity 1: Every instructional plan is developed around a terminal performance objective and/or one or more enabling performance objectives. At this point, you need to select objective(s) that are appropriate for group instruction. After you select your objective(s), you are ready to plan instruction. Your instructional plan should include all the essential components as presented in the subsequent learning experiences. You may use the space provided to develop your preliminary plan.

Preliminary Plan

Preliminary Plan (con't)

Feedback: Using the assessment instrument on the next page: 1) self-evaluate your preliminary instructional plan, and 2) arrange to have your resource person review your self-evaluation with you.

ASSESSMENT INSTRUMENT

DEVELOP A LESSON PLAN TO GUIDE GROUP INSTRUCTION

NAME _____

DATE _____

RESOURCE PERSON _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the Level of Performance heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
The Overall Plan:						
1. Is clearly written, formatted and sequenced						
2. Is practical; can be used by others						
3. Is flexible; allows for teacher adjustments						
4. Can be presented to a group of students with similar needs						
5. Is developed around an EPO(s) and derived from a valid TPO						
6. Uses verbal/visual illustrations to motivate students .						
7. Lists required resources						
The Objective(s):						
8. Contain the essential 3 components						
9. Are based on learning outcomes and focus on student behavior						
10. Is derived from a valid task statement and focuses on worker behavior (TPO)						
The Lesson Introduction:						
11. Describes what students will learn						
12. Outlines why students need to master the objective . .						
13. Presents how students will achieve the objective . . .						
14. Anchors the lesson to previous and future experiences .						
The Presentation/Demonstration:						
15. Includes only essential knowledge needed to achieve the objective						
16. Is sequenced, organized, and sufficiently detailed to enhance encoding of content						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
The Application/Practice Activities:						
17. Are planned to reinforce essential learnings or content						
18. Build on previously learned material and are provided for each and every step in the skill acquisition process						
19. Provide for levels of practice beginning with activities designed to reinforce essential content and build toward guided and independent performance simulations						
20. Incorporate opportunities for providing feedback to students						
The Lesson Summary:						
21. Includes reviews spaced throughout the lesson to enhance retention						
22. Provides for content to be set in different contexts to enhance transfer						
23. Refocuses on the lesson objective(s) in order to relate to past and future lessons						
The Evaluation:						
24. Methods reflect the type of performance specified in the objectives						
25. Standards are consistent with industry requirements						
26. Includes self-evaluation as an integral part of assessment						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD or EXCELLENT responses If any item receives a NONE, POOR, or FAIR response, the teacher and Resource Person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

N/A . . . . . The criterion was not met because it was not applicable to the situation.

NONE . . . . . No attempt was made to meet the criterion, although it was relevant.

POOR . . . . . The teacher is unable to perform this skill or has only very limited ability to perform it.

FAIR . . . . . The teacher is unable to perform this skill in an acceptable manner, but has some ability to perform it.

GOOD . . . . . The teacher is able to perform this skill in an effective manner.

EXCELLENT . . . The teacher is able to perform this skill in a very effective manner.

Activity 2: At this point you have learned how to write a preliminary lesson plan. Instructional planning is a foundation for good teaching and a rather complex skill. It requires a broad understanding of curriculum, instruction, and learning theory. Depending on your level of competency in these areas, you may need to complete additional experiences before attempting to achieve the TPO of this module. Therefore, meet with your resource person to determine what additional experiences (if any) are needed to enable you to complete the final experience of this module.

Feedback: There is no formal feedback device for this activity. If you must complete additional modules, your progress will be monitored by your resource person.

LEARNING EXPERIENCE V

FINAL EXPERIENCE

Terminal Objective: In an actual school setting, develop a plan to guide group instruction.

Activity: Develop a written plan of instruction for a group of students you are respsonsible for teaching. This will include:

- selecting an objective(s) that would be appropriate for group instructional methods
- developing a lesson introduction
- planning your presentation, practice and application activities
- developing a lesson summary
- determining evaluation methods
- determining necessary resources
- producing a written plan which includes all essential components

Feedback: Arrange in advance to have your resource person review your completed plan. Your total competency will be assessed using the Teacher Performance Assessment Form, pp. 58 - 59.

Based on the criteria specified in this assessment instrument, your Resource Person will determine your level of competence in planning instruction for groups.

Optional Activity:

Since this is a planning module, only your planning ability is being evaluated. However, even when effective planning is done, the real test of a plan's effectiveness ultimately comes when you try to teach from it. Therefore, you may wish to further evaluate your plan by using it to teach an actual lesson.

ASSESSMENT INSTRUMENT

DEVELOP A LESSON PLAN TO GUIDE GROUP INSTRUCTION

NAME _____

DATE _____

RESOURCE PERSON _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the Level of Performance heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
The Overall Plan:						
1. Is clearly written, formatted and sequenced						
2. Is practical; can be used by others						
3. Is flexible; allows for teacher adjustments						
4. Can be presented to a group of students with similar needs						
5. Is developed around an EPO(s) and derived from a valid TPO						
6. Uses verbal/visual illustrations to motivate students .						
7. Lists required resources						
The Objective(s):						
8. Contain the essential 3 components						
9. Are based on learning outcomes and focus on student behavior						
10. Is derived from a valid task statement and focuses on worker behavior (TPO)						
The Lesson Introduction:						
11. Describes what students will learn						
12. Outlines why students need to master the objective . .						
13. Presents how students will achieve the objective . . .						
14. Anchors the lesson to previous and future experiences .						
The Presentation/Demonstration:						
15. Includes only essential knowledge needed to achieve the objective						
16. Is sequenced, organized, and sufficiently detailed to enhance encoding of content						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
The Application/Practice Activities:						
17. Are planned to reinforce essential learnings or content						
18. Build on previously learned material and are provided for each and every step in the skill acquisition process						
19. Provide for levels of practice beginning with activities designed to reinforce essential content and build toward guided and independent performance simulations						
20. Incorporate opportunities for providing feedback to students						
The Lesson Summary:						
21. Includes reviews spaced throughout the lesson to enhance retention						
22. Provides for content to be set in different contexts to enhance transfer						
23. Refocuses on the lesson objective(s) in order to relate to past and future lessons						
The Evaluation:						
24. Methods reflect the type of performance specified in the objectives						
25. Standards are consistent with industry requirements						
26. Includes self-evaluation as an integral part of assessment						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and Resource Person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

N/A . . . . . The criterion was not met because it was not applicable to the situation.

NONE . . . . . No attempt was made to meet the criterion, although it was relevant.

POOR . . . . . The teacher is unable to perform this skill or has only very limited ability to perform it.

FAIR . . . . . The teacher is unable to perform this skill in an acceptable manner, but has some ability to perform it.

GOOD . . . . . The teacher is able to perform this skill in an effective manner.

EXCELLENT . . . The teacher is able to perform this skill in a very effective manner.

ABOUT THIS MODULE

Organization

This module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an in-service teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of

the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skilled; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Appendix B

Module:
Facilitate a Council of Educators' Review

FACILITATE A COUNCIL OF EDUCATORS' REVIEW

Professional Preparation Module

Resource Person

The Department of Vocational Education
Temple University
Philadelphia, PA 19122

DEVELOPMENTAL MATERIALS:
NOT FOR PUBLIC DISTRIBUTION

MODULE

FACILITATE A COUNCIL OF EDUCATORS' REVIEW

1987

The Center for Vocational Personnel Preparation

Temple University

Philadelphia, PA 19122

Project Staff:

Thomas J. Walker, Project Director

Robert E. Lees, Project Consultant

NOTE: This module is a revision of the originally developed module Facilitate a Council of Educators' Review by Richard A. Adamsky, et al., Temple University, Philadelphia, Pennsylvania, 1980.

INTRODUCTION

Professional development for vocational teachers in Pennsylvania can be viewed as a continuum. A continuum that begins on one end with the decision to become a teacher, and extends throughout one's teaching lifetime to a point when a decision is made to leave the profession. As vocational teachers progress along the professional development continuum, they will participate in many experiences, each designed primarily with improvement in mind. Some of these professional experiences include certification and teacher education at the university, and induction and continuing professional development at the local school. Figure 1.1 depicts this continuum.

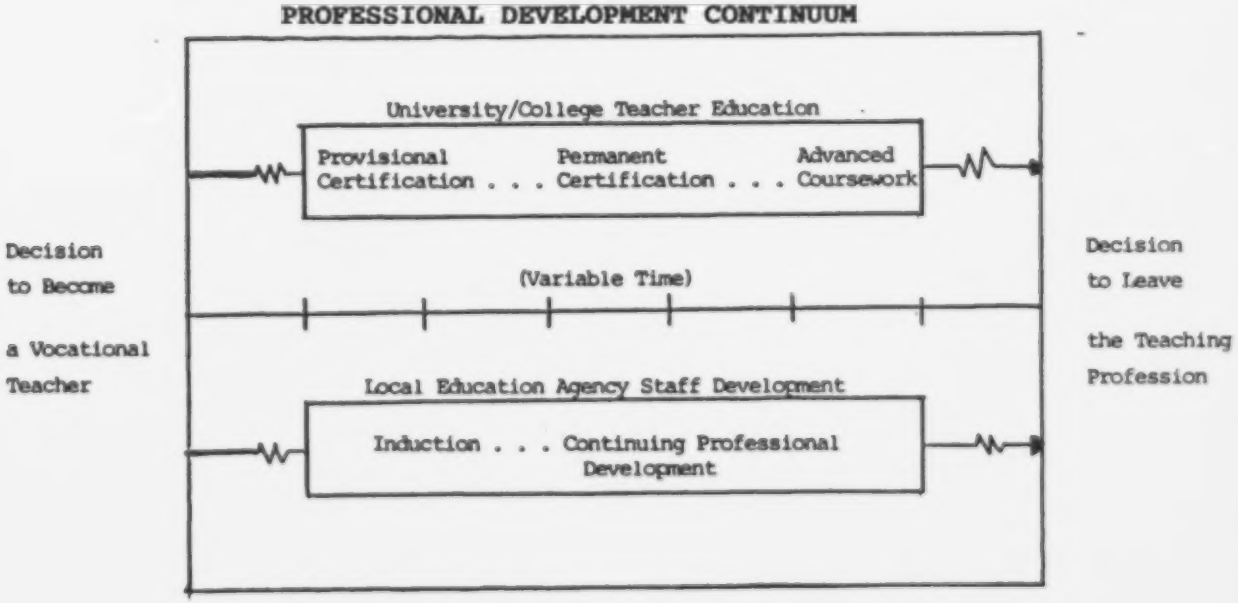
As a field resource person, your responsibility is to assist teachers in their professional growth, primarily as it relates to teacher education and certification. Consequently, you will be helping teachers to assess their needs and develop pedagogical competence as they progress along the professional development continuum.

It is during the early stages of the continuum that vocational teachers must complete initial preparation and certification experiences necessary for teaching in the Commonwealth. As part of these experiences, teacher preparation institutions perform candidate appraisals and make decisions on whether individuals possess the skills, knowledge and attitude requisite to the teaching profession. The vocational teacher education program at Temple uses a Council of Educators Review (COE) process to facilitate teacher appraisal for certification

purposes. Basically, the COE is a learning experience occurring near the end of a certification program. It's primary purpose is two-fold: 1) to determine the extent to which beginning teachers have developed basic teaching skills and are able to integrate them into an effective lesson; and 2) to help establish priorities for further pedagogical development. The total profession, which includes teachers, administrators, and teacher educators will conduct the appraisal and make recommendations regarding certification.

This module is designed to provide you with experiences which will help you develop skill in facilitating this Council of Educators' Review.

FIGURE 1.1


PROFESSIONAL DEVELOPMENT CONTINUUM
University/College Teacher Education
Provisional Certification . . . Permanent Certification . . . Advanced Coursework
Decision to Become a Vocational Teacher
(Variable Time)
Decision to Leave the Teaching Profession
Local Education Agency Staff Development
Induction . . . Continuing Professional Development

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual program situation, facilitate a Council of Educators' Review. Your performance will be assessed by your Resource Person, using the Resource Person Performance Assessment Form, pp. 34-36 (Learning Experience III).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale and procedures for conducting a Council of Educators' (COE) Review (Learning Experience I).
2. Given a case study of a Resource Person planning a Council of Educators' Review, critique the performance of the Resource Person (Learning Experience II).

Prerequisites:

To complete this module, you must have demonstrated competency in each of the following areas:

- Present Vocational Intern Certification requirements.
- Present Vocational I Certification requirements.
- Present Vocational II Certification requirements.
- Present learners with the operating procedures of CBTE programs.
- Instruct others to operate a video system.
- Evaluate teaching skills to the stated criteria.
- Conduct a classroom/laboratory observation.
- Conduct a Helping Conference.

- Assist learners to select appropriate modules.

If you do not already have these competencies, meet with your Resource Person to determine what method you will use to gain these skills.

Resources:

A list of the outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to determine the availability and the location of these resources, and (2) to locate additional references.

LEARNING EXPERIENCE I

(Optional)

A Resource Person whom you may interview regarding facilitating a Council of Educators' Review.

LEARNING EXPERIENCE II

(None)

LEARNING EXPERIENCE III

(Required)

1. An actual program situation in which you can facilitate a Council of Educators' Review
2. A Resource Person to assess your competency in facilitating a Council of Educators' Review.

LEARNING EXPERIENCE I

Enabling Objective	After completing the required reading, demonstrate knowledge of the rationale and procedures for conducting a Council of Educators' (COE) Review.
Activity	You will be reading the information sheet, The Council of Educators' Review, pp. 6-15.
Optional Activity	You may wish to interview a Resource Person experienced in facilitating a COE Review.
Activity	You will be demonstrating knowledge of the rationale and procedures for conducting a COE Review by completing the Self-Check, pp. 16-17.
Feedback	You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, pp. 18-21.

Activity — For information regarding the rationale and procedures for conducting a COE Review, read the following information sheet.

THE COUNCIL OF EDUCATORS' REVIEW

Decisions regarding certification (i.e., who should enter or be excluded from the teaching profession) should be made by representatives from every area of the profession. Administrators and teachers, as well as teacher educators, hold strong and sometimes divergent views regarding professional standards and professional preparation. Therefore, no one group should have sole responsibility or power to accept or reject an individual to or from the profession. If the profession is to stand united, each group must be actively involved in the decision-making process. The vocational teacher certification program at Temple University (i.e., Program VITAL/Mastery) makes use of a Council of Educators' (COE) Review for this purpose.

The function of the COE Review is to assess a learner's pedagogical competence. This assessment or appraisal usually takes place at a time when a decision regarding the learner's professional preparation or certification is to be made. On the basis of the evidence presented to the COE by the learner, the COE can: 1) recommend that the learner continue and/or be provisionally accepted into the profession; or 2) defer provisional status and recommend

further skill development. The process is an affirmation that skill acquisition is or is not progressing as it should.

Three individuals comprise a COE; a "master" vocational teacher, a local administrator, and a representative of the teacher education institute, usually a senior teacher educator (STE). The Master Teacher should be a fully-competent, local teacher who is elected by his/her peers to serve on the COE. This individual should not be the same teacher who served as Temple's Resident Resource Person during the learner's preparation program. Nor should it be the beginning teacher's school assigned teacher mentor. The Administrator should be a selected representative of the school's administration. The teacher and the administrator should both be employed in the school in which the learner has practiced the professional skills in his or her program. The STE must be a qualified, experienced, full-time faculty member of the teacher education institution; usually the STE is assigned by the teacher education institution based on a pre-determined plan. Each member of the COE has one vote.

A Field Resource Person (FRP) is not a member of the COE, and as such has no voting rights. Rather, the FRP serves as a helper to the learner and a resource for clarifying learning experiences leading to the COE. Similarly, those who serve as a learner's Resident Resource Person (assigned by Temple) or as a school assigned Teacher

Mentor can not be a voting member of a Council. Each is encouraged to attend the COE review process, however, since each plays an integral role in the ongoing professional development process. Indeed, each has a contribution to make at the COE that can range from support for the learner to interpreting and designing future professional growth opportunities for the beginning teacher specifically recommended by the Council.

FACILITATING THE COE REVIEW

The Field Resource Person has three major areas of responsibility in facilitating a COE Review; planning, active participation, and follow-up. No responsibility should be assumed by the Field Resource Person for conducting the COE Review. This responsibility is borne solely by the STE. Only if, and when, the STE assigns the responsibility to the Field Resource Person should he or she conduct the COE Review.

Prior to convening a COE Review, the Field Resource Person must be certain that the learner has demonstrated competency in each teaching skill area comprising the education program. Up to this time, assessment of the learner has focused primarily on single teaching skill acquisition (e.g., write a lesson plan, introduce a lesson, use an overhead projector, etc.). Members of the COE will assess in a formative manner, not only individual skills, but the ability of the learner to link together (i.e., integrate) individual skills into a smooth, effective and

complete lesson. Therefore, it is necessary for the learner to develop a videotape which represents his or her best teaching efforts. This videotaped lesson, complete with all supporting materials (i.e., the lesson plan, audio-visual materials, student assessment instrument, etc.) will be reviewed by COE members. In addition, the Field Resource Person should instruct the learner to develop a portfolio of the products that have been developed to date as part of the teacher education program. This portfolio must be available for review by the COE members.

Since the routine development, implementation, and monitoring of the teacher education program is the responsibility of the teacher education institution, a COE Review should not be planned until the STE agrees that basic teaching skills have been developed and the learner has progressed to a point where a decision on provisional status is warranted. Since the STE has been actively involved with the learner throughout the program, this decision should not be difficult.

After receiving the authorization of the STE, the Field Resource Person should have the learner develop a lesson plan for the videotaped lesson to be presented to the COE. The Field Resource Person should determine that the lesson plan meets acceptable standards, and then, share the lesson plan and the learner's portfolio with the STE. Only after the STE approves the lesson plan should the learner teach and videotape the lesson. To gain STE approval of the

videotaped lesson, the same steps need to be followed. When the Field Resource Person is satisfied that the videotaped lesson meets acceptable standards, he or she should meet with the STE, review with the STE the learner's COE materials (e.g., lesson plan, videotaped lesson, portfolio) and assist the STE in making a decision. In the event the STE feels further skill development is necessary, he or she should identify the area(s) needing improvement. The Field Resource Person should assist the learner in developing the necessary skills, and then, schedule another meeting with the STE. A COE Review should not be scheduled until the STE is prepared to vote for provisional acceptance of the learner.

It is also the responsibility of the FRP to arrange for the local school representatives (i.e., teacher and administrator) to serve on the COE. In addition, the FRP should advise all participants (i.e., voting members, Teacher Mentors, and Resident Resource Persons) of the purpose of the COE Review and their role in it prior to the actual COE. Additionally, the FRP must select an appropriate room to conduct the COE Review (i.e., one that is private and free from distractions) and schedule it on a day and at a time convenient for all involved. Since the COE Review is usually conducted in the school where the teacher and/or the administrator are employed, the FRP must be sure to secure proper administration clearance.

As the date of the COE Review approaches, the FRP should remind each member of the COE of the meeting time and place. In addition, the FRP should work with the learner to be sure he or she is adequately prepared for the review. On the day of the COE Review the FRP should personally set-up and test the video playback system. A listing of the competencies and criteria for performance in the learner's program should also be available for each COE member.

On the day the COE Review is to be conducted, the FRP's duties continue. Having carefully planned for this event, everything and everyone is assembled. The FRP should assist the STE by performing the following tasks: 1) introduce all participants and set the learner at ease; 2) distribute a sampling of the learner's written products at the appropriate time; 3) playback the learner's videotaped lesson, or if required, specific segments of the tape which highlight the use of effective teaching skills; and 4) provide clarification regarding any question in reference to learning activities in the teacher preparation program. Only if the STE purposely assigns other responsibilities to the FRP should he or she assume a greater role in conducting the review.

As with all professional development experiences, the COE Review must be carried out in a formative manner. Consequently, activities should be executed by all participants to establish a non-threatening environment.

setting the learner at ease, and encouraging a free exchange of ideas and orderly interaction.

Consistent with the philosophy of Program VITAL/MASTERY at Temple, where the learner is ultimately responsible for progress through a program, the learner will play a major role in the COE review by actively participating. When called upon, the learner should be ready to discuss in detail any of the written products thus far developed during his or her program. And, as a "lead-in" to the viewing of the videotaped lesson, the learner should orient the members of the COE to the lesson. This will consist of a brief discussion of the lesson objectives, planned activities, and specific teaching skills being used. At the conclusion of the videotaped lesson, the learner should be ready to self-evaluate his or her performance by identifying teaching strengths as well as skills that might be improved.

After the videotaped lesson and the product materials have been reviewed and the discussion terminated, the learner should be excused from the room to provide the COE with an opportunity for private deliberation. It is during this time that the COE will decide to recommend that the learner 1) be allowed to continue and/or provisionally accepted into the teaching profession, or 2) be recycled for further skill development.

In the event the COE chooses the latter alternative, the members must identify the specific skill areas in which the learner is deficient. A two-thirds majority is

necessary for any COE recommendation and a written statement regarding the COE's disposition of the review should be developed. If augmentation of skills is recommended, directions should be explicitly detailed in the written statement. Provisions also should be made for each member of the COE to acknowledge the statement; a sample COE Review Report is included, p. 15. The learner should be invited back into the room and advised of the decision of the COE by the STE. At this point, the COE has completed its duties and the COE members may be dismissed.

Following the review, the Field Resource Person is required to execute follow-up activities. Copies of the COE Review Report should be provided for the learner, the learner's university/college advisor, the program director, and school district authorities. If the COE decided that the learner should be allowed to continue, provisionally accepted into the teaching profession, the FRP should inform the learner of the steps to be taken for his or her future professional growth (e.g., certification procedures, other program entrance requirements, additional skills to be developed). If the COE decided that further pedagogical skill development is necessary before a "status" decision could be made, the FRP should clarify the deficient competency areas with the learner, design additional learning experiences to assist the learner in overcoming the deficiencies, and advise the learner how to prepare for a future COE Review.

Regardless of the decision, the scope of ongoing experiences should be shared with all lead persons (e.g., university and school district) responsible for the teacher's continued professional development.

Council of Educators' Review

PERFORMANCE-BASED PROGRAMS

Date:

Intern:

School:

We, the undersigned members of A Local Council of Educators have reviewed evidence concerning the above named intern's teaching ability and, after taking a vote, recommend to the faculty of Temple University that this intern Be ☐ Not Be ☐ (check one) considered for Provisional Vocational Teacher Certification.*

_____

Administration Representative

_____

Teachers' Representative

_____

University Representative

* The areas of teaching ability that must be improved before we could recommend that this intern be considered are as follows:

Optional Activity

Once you have completed the reading, you may wish to interview a Resource Person experienced in facilitating a COE Review. Your Resource Person will be able to help you in making arrangements for such an interview.

Activity

The following items check your comprehension of the material in the information sheet, The Council of Educators' Review, pp. 6-15. Each item requires a short, essay-type response. Please respond fully, but briefly.

SELF-CHECK

1. Discuss the purpose of a COE Review.

2. Who comprises the COE?

3. Discuss the rationale for including a representative from every area of the teaching profession on the COE.

4. Discuss the Field Resource Person's responsibilities in reference to planning a COE Review.

5. Discuss the Field Resource Person's follow-up activities following a COE Review.

Feedback Compare your written responses on the Self-Check with the Model Answer response given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL ANSWER

1. You should have stated that the COE Review

   - is designated to assess a learner's total pedagogical competence via a formative approach with instructional improvement as the ultimate outcome.

   - is designated to involve all segments of the profession in decisions regarding professional certification (i.e., entrance into the teaching profession).

2. Three individuals comprise the actual COE; a master teacher, an administrator, and a representative of the teacher education institution. Each individual is expected to be the chosen representative of the specific group. These three individuals are the only voting members comprising the COE. However, several other persons are encouraged to attend and participate in the COE Review. These non-voting members might include, but are not limited to, the learner's Field Resource Person, Resident Resource Person, and school assigned Teacher Mentor. In this sense there are two

levels of individuals comprising the COE Review: 1) voting members; and 2) supporting members.

3. No one group of vocational educators should be responsible for determining standards for the profession; this responsibility must be shared equally by every member of the profession. However, it is not feasible to gather input from every vocational educator each time a decision is to be made regarding a vocational teacher certification. Teacher education institutions have been preparing, and sometimes professionally certifying, teachers without consulting other areas of the profession. Likewise, local school administrators have been hiring teachers with little consideration of other professional input. This practice has often caused contradiction and confusion within the profession. Often a prospective vocational teacher would do well in the college/university based teacher education program and become professionally certified, and later not be able to perform satisfactorily in the classroom or laboratory. The reverse condition is equally as disconcerting; an individual could do an excellent teaching job in the classroom or laboratory only to fail behind and fail in the teacher education program. If the profession is to be united, this condition must be corrected. In areas where the COE Review is used, giant strides have been

made toward greater mutual satisfaction with the certification process.

4. The COE Review process requires the investment of great amounts of time and energy by numerous individuals. In addition, a COE decision not to recommend a learner for provisional acceptance into the profession could create a potentially embarrassing situation. Therefore, the Resource Person should make every effort to insure that the learner is adequately prepared for the COE Review. When planning for a COE Review, the Resource Person should:
   - determine that the learner has successfully completed program requirements.
   - review the progress and current status of the learner with the STE.
   - determine that the STE is ready to vote in favor of the learner's recommendation.
   - identify other members of the COE as to their role.
   - orient each member of the COE.
   - establish a mutually agreeable time and place for the COE Review.
   - assemble all needed resources.
   - organize the necessary resources and test all equipment.
5. The Resource Person should provide a copy of the COE Review Report for each of the appropriate individuals.

Further follow-up activities will differ, dependent on the decision of the COE. If the COE recommended the provisional acceptance of the learner into the profession, the Resource Person should advise the learner of the steps to take regarding the learner's future professional growth. In the event the COE decided that the learner needed to develop additional competencies before they could recommend that her or him to be provisionally accepted into the profession, the Resource Person should clarify with the learner the skill areas needing further development. The Resource Person should continue to work with the learner and help him or her prepare for a future COE Review.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, The Council of Educators' Review, pp. 6-15, or check with your Resource Person.

LEARNING EXPERIENCE II

Enabling Objective

Given a case study of a Resource Person planning a Council of Educators' Review, critique the performance of the Resource Person.

Activity

You will be reading the Case Study, pp. 23-25, and writing a critique of the performance of the Resource Person described, pp. 25-28.

Feedback

You will be evaluating your competency in critiquing the Resource Person's performance in planning a Council of Educators' Review by comparing your completed critique with the Model Critique, pp. 29-33.

Activity

The following Case Study describes how a Resource Person planned a COE Review. The Case Study is followed by a Resource Person Assessment Form. Read the Case Study, and critique it in writing, using the Resource Person Assessment Form as a guide.

CASE STUDY

Mr. Fred Jones, a Field Resource Person at a local teacher education institution, determined that Ms. Edith Williams, an intern teacher, had successfully completed the requirements of her teacher education program. According to records maintained by Fred, Edith held an intern teaching certificate, completed the assignments prescribed by the teacher education program, and had earned 16 college credits.

Since Fred regularly conferred with a representative of the teacher education institution regarding Edith's progress in the teacher education program, the university representative (STE) was aware of Edith's present status. Fred and the STE reviewed a videotaped lesson and several instructional materials prepared by Edith for her COE. They decided there was sufficient evidence to suggest she had developed a variety of basic teaching skills.

Fred continued to plan for the COE Review. He telephoned Edith, the local administrator, the teacher representative, and the university representative and made an appointment to meet with each individual. While meeting with each of these individuals, Fred explained the purpose of the Review, stressing

its formative nature and secured a few possible dates and times to conduct the COE Review.

The following represents Fred's notes.

COE Member	Explain Purpose of COE	Dates/Times Available
Learner	X	Feb.2,3,4 - 9AM-12Noon
Administrator	X	Feb. 2-6 - 9AM - 4 PM
Local Teacher	X	Feb. 3, 4 - 10AM-11AM
University Representative	X	Feb.1,2,4 - 9AM-12Noon

Considering his notes, Fred identified the date and time to conduct the COE Review (February 4, between 10AM and 11AM), and contacted each participant. On February 3, Fred contacted each member of the COE to confirm the scheduled time and date.

The next day (February 4th) Fred arrived at the assigned school at 9AM, allowing time to get organized prior to the scheduled starting time of the COE Review. Upon arriving at the school, Fred realized that he had not reserved a room in which to conduct the COE Review, so he proceeded to schedule a room. The only room available was a very small, poorly equipped conference room; but, it would have to do.

While setting-up and testing the video playback equipment, Fred realized that a cable was malfunctioning. Fortunately, the audiovisual department within the school repaired the malfunctioning cable and returned it before 10 o'clock.

At 10:00 AM, Edith and the local Master Teacher representative arrived for the COE Review. Edith handed Fred the materials that he previously instructed her to bring to the COE Review (i.e., the videotaped lesson, the lesson plan including the criteria for student evaluation, a list of the competencies

and assessment criteria included in her teacher education program, and a portfolio of all products developed).

The administrative representative and the STE arrived. Fred took a copy of the COE Review Report from his briefcase, and the COE Review was ready to begin.

How effective was Fred's performance? You may use the Resource Person Assessment Form on the next page as a guide for your critique, however, you must explain your responses in writing.

RESOURCE PERSON ASSESSMENT FORM

In preparation for the Council of Educators' Review (COE) the Resource Person:

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Verified that the learner had successfully completed program requirements:						
A. Appropriate assignments/modules were completed						
B. Appropriate credits had been earned .						
C. Appropriate certificate was held by the candidate						
2. Identified each voting member of the local COE						
3. Invited other support personnel to attend the COE Review						
4. Instructed all individuals participating in the COE as to their role at the COE Review:						
A. Local School District Administration Representative						
B. Local School District Master Teacher (Teacher Representative)						
C. College/University Representative . .						
D. Support Personnel (Learner's RRP, Teacher Mentor)						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
5. Established a mutually agreeable time and place for the COE Review						
6. Assembled resources needed at the COE Review:						
A. All products resulting from successful completion of the program						
B. A complete lesson on videotape . . .						
(1) The lesson plan and instructional materials						
(2) Performance assessment instrument (means of evaluation)						
C. A listing of the competencies in the learner's program and the criteria for assessment						
D. A video playback system						
E. A COE Review Report						
7. Reserved an appropriate room for the COE Review						
8. Organized resources and tested equipment needed for the COE Review prior to the arrival of Council Members						

Briefly explain your responses.

1.

2.

3.

4.

5.

6.

7.

8.

Feedback Compare your completed written critique of the Case Study with the Model Critique given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUE

RESOURCE PERSON ASSESSMENT FORM

In preparation for the Council of Educators' Review (COE) the Resource Person:

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Verified that the learner had successfully completed program requirements:						
A. Appropriate assignments/modules were completed						X
B. Appropriate credits had been earned .						X
C. Appropriate certificate was held by the candidate						X
2. Identified each voting member of the local COE			X			
3. Invited other support personnel to attend the COE Review			X			
4. Instructed all individuals participating in the COE as to their role at the COE Review:						
A. Local School District Administration Representative						X
B. Local School District Master Teacher (Teacher Representative)						X
C. College/University Representative . .						X
D. Support Personnel (Learner's RRP, Teacher Mentor)			X			

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
5. Established a mutually agreeable time and place for the COE Review						X
6. Assembled resources needed at the COE Review:						
A. All products resulting from successful completion of the program						X
B. A complete lesson on videotape . . .						X
(1) The lesson plan and instructional materials					X	
(2) Performance assessment instrument (means of evaluation)					X	
C. A listing of the competencies in the learner's program and the criteria for assessment					X	
D. A video playback system						X
E. A COE Review Report						X
7. Reserved an appropriate room for the COE Review			X			
8. Organized resources and tested equipment needed for the COE Review prior to the arrival of Council Members						X

Briefly explain your responses.

1. The COE Review can be used as an exit requirement for a teacher education program (e.g., a provisional teacher certification program - VITAL). It appears that this was the case for Edith. Fred very carefully made sure that all program requirements were satisfied.

2,3. The identification of an individual to represent each area of vocational education is a very important component of the COE process. Care must be taken to be sure that each group (i.e., teachers, administrators, and teacher educators) is involved in identifying the individual who will represent the group. Field Resource Persons must not place themselves in a position of selecting COE members to serve on the COE. Rather, the Resource Person should provide the means and assist each group to select/elect their own representative. It is not clear how Fred identified the members of this COE. Nor is it clear whether other support personnel were encouraged to attend the Review.

4. Since the COE Review process may be new to many vocational educators, it is an excellent idea to thoroughly explain to each member of the COE its purposes and their role in it. Thorough explanation and clear understanding at the outset will reduce contradiction, confusion, and intimidation on the part of the learner. Once again, however, the extent to which he oriented the support

personnel is not clear. Overall, however, Fred was generally on target with these points.

5. Fred contacted each member of the COE to determine an available date and time in their schedule for participating in the COE. Through this planning effort, he established a mutually agreeable date and time.

6,8. Fred successfully gathered together all the necessary materials to conduct the COE Review. He had instructed Edith to bring copies of her lesson plan and other supporting materials, which she did. No matter how carefully one plans, anything can go wrong. Planning merely reduces the chances of something being overlooked. Fred experienced this condition with the malfunctioning video playback system, however, being there early prevented the problem from disrupting the COE Review.

7. Providing a comfortable setting for any meeting is an important consideration; it is equally important for a COE Review. Fred clearly missed this point.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the Model Response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, The Council of Educators' Review, pp. 6-15, or check with your Resource Person.

LEARNING EXPERIENCE III

Terminal Objective

In an actual program situation, facilitate a Council of Educators' review.

As you perform your duties as a Field Resource Person, you will be called upon to facilitate a COE Review. This will include planning, active participation and follow-up activities.

Activity

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your Resource Person may want you to submit your written plans to him/her for evaluation before you facilitate the COE Review.

Feedback

Arrange in advance to have your Resource Person review your documentation and observe you facilitating a COE Review.

Your total competency will be assessed by your Resource Person using the Resource Person Performance Assessment Form, pp. 34-36. Based upon the criteria specified in this assessment instrument, your Resource Person will determine whether you are competent in facilitating a COE Review.

RESOURCE PERSON PERFORMANCE ASSESSMENT FORM

Facilitate a Council of Educators' Review

Directions: Indicate the level of the Resource Person's accomplishments by placing an X in the appropriate box under the **LEVEL OF PERFORMANCE** heading. If, because of special circumstances a performance component was not applicable, or impossible to execute, place an X in the N/A box.

In preparation for the Council of Educators' (COE) Review, the Resource Person:

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Verified that the learner had successfully completed program requirements:						
A. Appropriate assignments/modules were completed						
B. Appropriate credits had been earned .						
C. Appropriate certificate was held by the candidate						
2. Identified each voting member of the local COE						
3. Invited other support personnel to attend the COE Review						
4. Instructed all individuals participating in the COE as to their role at the COE Review:						
A. Local School District Administration Representative						
B. Local School District Master Teacher (Teacher Representative)						
C. College/University Representative . .						
D. Support Personnel (Learner's RRP, Teacher Mentor)						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
5. Established a mutually agreeable time and place for the COE Review						
6. Assembled resources needed at the COE Review:						
A. All products resulting from successful completion of the program						
B. A complete lesson on videotape. . . .						
(1) The lesson plan and instructional materials						
(2) Performance assessment instrument (means of evaluation)						
C. A listing of the competencies in the learner's program and the criteria for assessment						
D. A video playback system						
E. A COE Review Report						
7. Procured an appropriate room for the COE Review						
8. Organized resources and tested equipment needed for the COE Review prior to the arrival of Council Members						
9. Provided each member of the Council with a listing of competencies in the learner's program and the associated criteria for performance						
10. Provided, for review, products associated with successful program completion						
11. Provided each Council member with the learner's lesson plan for the videotaped lesson						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
12. Provided the COE members with a COE Review Report to be signed						
13. Recorded competencies in need of remediation						
14. Informed the learner of the procedure to:						
A. Apply for certification/programs . . .						
B. Qualify for future COE						
15. Provided COE Review Reports to:						
A. The learner						
B. The learner's program advisor						
C. The Program Director						
D. Others (e.g., Professional development personnel; school district teacher mentors)						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT. If any item receives a NONE, POOR, or FAIR, response, the learner and the Resource Person should meet to determine what additional activities the learner needs to complete in order to reach competency in the weak area(s).

ABOUT USING RESOURCE PERSON MODULES

ORGANIZATION

Each module is designed to help you gain competency in a particular skill area considered important to success when functioning as a Resource Person. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill when functioning in the role of the Resource Person.

PROCEDURES

Modules are designed to allow you to individualize your preparation program. You need to complete only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experiences within a module if you already have the skill needed to complete it. Therefore, before taking any module you should carefully review (1) the introduction (2) the objectives listed (3) the overview preceeding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

That you do not have the competencies indicated and should complete the entire module.

That you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s).

That you are already competent in this area and ready to complete the final learning experience in order to Test Out.

That the module is inappropriate to your needs at this time.

When you are ready to take the final learning experience and have the opportunity to function in the role of Resource Person, make the necessary arrangements with your Resource Person. If you do not complete the final experience successfully, meet with your Resource Person and arrange (1) to repeat the experience (2) complete (or review) previous sections of the module or other related activities suggested by your Resource Person before attempting to repeat the final experience.

Appendix C

Cover Letter to Module Reviewers
Module Quality Review Checklist
Content Reviewers

TEMPLE UNIVERSITY
A Commonwealth University

College of Education

Ritter Hall 003-00
Philadelphia, Pennsylvania 19122

Department of Curriculum, Instruction and Technology in Education (CITE)

Educational Media
Elementary Education
Secondary Education
Vocational, Adult and Continuing Education

Dear

Thank you for agreeing to review the module titled "Develop a Lesson Plan to guide Group Instruction." This module represents a reworking of module B-4, "Develop a Lesson Plan" from the AAVIM series.

The new version is intended to assist beginning teachers to plan for group instruction, vis-a-vis a competency-based approach. It is also an attempt to integrate new planning theory with long standing educational practice.

After you have reviewed the module, please complete the enclosed Module Quality Review Checklist by circling a `yes' or `no' response for each item. If you feel that an item(s) is not relevant, simply write `NA' in place of yes/no. Also, please feel free to write comments directly in the module.

I hope you can complete the review and return all materials to me by August 17, 1987. Your help is very much appreciated.

Sincerely,

Thomas J. Walker
~~Principal~~ Director
Project

Enclosures

MODULE QUALITY REVIEW CHECKLIST

Module Title: _____

Module No.: _____ Reviewed By: _____

Language

1. New terminology is defined in the introduction and information sheets. YES NO
2. The terminology is consistent throughout. YES NO
3. The internal directions are simply and clearly stated, and complete. YES NO
4. The performance objectives are stated in observable terms. YES NO
5. The procedures describe the options available to the learner in completing the module. YES NO
6. The activities clarify what the performance is, how to do it, and why it is necessary. YES NO
7. The language is lively and interesting; not mechanical or pendantic. YES NO
8. The language is geared to the level of an average reader in the target audience. YES NO

Learning Experiences

1. Learning experiences are sequenced logically. YES NO
2. Learning experiences do not overlap. YES NO
3. Learning experiences lead directly to competency in the performance objectives. YES NO
4. All required readings contribute directly to attaining the objectives. YES NO
5. All required activities contribute directly to attaining the objectives. YES NO
6. When an activity may be difficult to implement, alternative ways of completing the activity are provided. YES NO
7. Optional learning activities are provided to give depth, variety, and flexibility to the learning experiences. YES NO

Learning Experiences (continued)

8. A range of activities is provided to accomodate students of different abilities, needs, and interests. YES NO

9. A range of activities is provided to allow for both individual and group work. YES NO

10. Role playing activities include role descriptions and situations to guide anyone playing a role outside his/her own frame of reference. YES NO

11. The learning activities are varied and interesting, with a minimum of repetition from one learning session to another. YES NO

12. Feedback is provided at the end of every learning experience. YES NO

Information Sheets (Criteria in the "Language" section applies here.)

1. The module is self-contained, to the extent possible. YES NO

2. Information sheets contain up-to-date and accurate information. YES NO

3. Information sheets are concrete and tangible; not vague generalities or lists of criteria; they tell "how to do it." YES NO

4. Information sheets are relevant to vocational education, with examples drawn from various service areas of vocational education. YES NO

5. Selected pages of outside resources are used as enrichment and/or reinforcement activities. YES NO

6. Outside resources are not more than 10 years old (unless they are of exceptional value). YES NO

7. Readings (information sheets and outside resources) are complete in that they provide the learner with all information needed to complete the module. YES NO

8. Outside references are standard enough that they should be readily available to the module reader. YES NO

Self-Checks, Model Answers, Checklists

1. Self-checks are thought provoking and require application of information; not rote responses. YES NO

2. Self-checks are comprehensive and reflect the information provided in the learning experience. YES NO

3. Self-checks are not obvious; they require an understanding of the knowledge important to achieving the competency. YES NO

4. Model answers are provided to reinforce learning and clarify concepts. YES NO

5. Checklists and assessment forms are stated in observable, performance terms. YES NO

6. Checklists include all the criteria necessary for successful performance. YES NO

7. Checklists actually assess the learner's progress toward the objective. YES NO

8. Checklists are of reasonable length and complexity, with no more than 25-30 items. YES NO

9. Alternatives to peer evaluation are provided for those learners who cannot arrange to work with peers. YES NO

10. Each feedback device includes a stated level of performance. YES NO

11. Evaluations provide for reprocessing if the level of performance is not met. YES NO

Media

1. The media is applicable to all vocational service areas. YES NO

2. The media illustrates, clarifies, reinforces, or extends the concepts introduced in the module; it doesn't simply repeat them. YES NO

3. The media is realistic; i.e. the teacher, students, and real school setting are believable. YES NO

4. The legnth of the media (10 to 20 minutes) is reasonable. YES NO

Media (continued)

5. The media is interesting, visually and aurally. YES NO

6. The media is clear, visually and aurally. YES NO

7. If the media includes an exemplary instructor, the instructor:
   a. relates well with the students YES NO
   b. uses student feedback YES NO
   c. uses media or teaching aids where appropriate YES NO
   d. presents information geared to the needs of the students YES NO
   e. teaches on the basis of up-to-date teaching theory YES NO

8. The media is free from racial and sex bias. YES NO

9. The media is lively and action-oriented. YES NO

10. The information is presented in a logical sequence. YES NO

Overall

1. The module delivers on the objectives. YES NO

2. The module meets format specifications. YES NO

3. The module is internally consistent (objectives, activities, feedback devices, etc. do not contradict each other, directly or indirectly). YES NO

4. No learning experience other than the final experience requires performance in an actual school situation. YES NO

5. Opportunity is provided for practicing any performance in an actual school situation. YES NO

6. The final learning experience requires performance in an actual school situation. YES NO

7. The learning experiences are realistic; i.e., they do not require an unreasonable amount of prior knowledge or time on the part of the learner. YES NO

8. Implementation of the module is feasible and practical; i.e., it does not require an unreasonable amount of the resource person's time. YES NO

Overall (continued)

9. Learning activities, information sheets, case studies, resources, etc. provide equitable representation of the various service areas in vocational education. YES NO

10. An introductory statement is provided which motivates the student by explaining why the competency is needed, not simply what the competency consists of. YES NO

11. An introductory statement is provided which places the module in a frame of reference with other modules in the category, and with the broad theory of vocational education. YES NO

12. All necessary or desirable prerequisite competencies are listed. YES NO

Free Response

Would you please indicate below your opinions as to how any aspect of this module could be improved to make it more useful to vocational educators.

CONTENT REVIEWERS

1. R.A. Adamsky, Temple University
2. E. Brower, Temple University
3. R. Duren, Temple University
4. T. Jakubczyk, Temple University
5. K. Foster, Temple University
6. R. Koble, Temple University
7. V. Supon, Temple University
8. E. Morris, Temple University
9. G. McVicker, Temple University
10. V. Gynyard, Temple University
11. M. Spewock, Indiana University of Pennsylvania
12. J. Whisner, Indiana University of Pennsylvania

Appendix D

Letters to Mentors

TEMPLE UNIVERSITY
A Commonwealth University

College of Education

Ritter Hall 003-00
Philadelphia, Pennsylvania 19122

Department of Curriculum, Instruction and Technology in Education (CITE)

Educational Media
Elementary Education
Secondary Education
Vocational, Adult and Continuing Education

June 24, 1987

Mr. James A. Maillet
90 Putnam Street
Tunkhannock, PA 18657

Dear Mr. Maillet:

Enclosed is an honorarium check. Thank you for assisting Temple University and the Center for Vocational Education Professional Personnel Development with the special project entitled "Meeting the Challenge of Education Reform in Pennsylvania". Your involvement and advice as we tested our model to integrate "Induction" into the framework of our 60 credit vocational teacher certification program was highly valued.

As I mentioned at our last meeting, I would like you to review some materials developed through the project prior to their being field tested next Fall. If all goes as expected, you'll be receiving the materials and instructions for the review process by the end of June or early July.

Again, thank you for your help in our efforts to improve our profession.

Sincerely,

Thomas J. Walker
Project Director

TJW:jmg

TEMPLE UNIVERSITY
A Commonwealth University

College of Education

Ritter Hall 003-00
Philadelphia, Pennsylvania 19122

Department of Curriculum, Instruction and Technology in Education (CITE)

Educational Media
Elementary Education
Secondary Education
Vocational, Adult and Continuing Education

June 24, 1987

Mr. Dale L. Kemmerer
215 W. Mountain Road
Allentown, PA 18103

Dear Mr. Kemmerer:

Enclosed is an honorarium check. Thank you for assisting Temple University and the Center for Vocational Education Professional Personnel Development with the special project entitled "Meeting the Challenge of Education Reform in Pennsylvania". Your involvement and advice as we tested our model to integrate "Induction" into the framework of our 60 credit vocational teacher certification program was highly valued.

As I mentioned at our last meeting, I would like you to review some materials developed through the project prior to their being field tested next Fall. If all goes as expected, you'll be receiving the materials and instructions for the review process by the end of June or early July.

Again, thank you for your help in our efforts to improve our profession.

Sincerely,

Thomas J. Walker
Project Director

TJW:jmg

TEMPLE UNIVERSITY
A Commonwealth University

College of Education

Ritter Hall 003-00
Philadelphia, Pennsylvania 19122

Department of Curriculum, Instruction and Technology in Education (CITE)

Educational Media
Elementary Education
Secondary Education
Vocational, Adult and Continuing Education

June 24, 1987

Mr. Ray Braccia
14 Myrtle Avenue
Havertown, PA 19083

Dear Mr. Braccia:

Enclosed is an honorarium check. Thank you for assisting Temple University and the Center for Vocational Education Professional Personnel Development with the special project entitled "Meeting the Challenge of Education Reform in Pennsylvania". Your involvement and advice as we tested our model to integrate "Induction" into the framework of our 60 credit vocational teacher certification program was highly valued.

As I mentioned at our last meeting, I would like you to review some materials developed through the project prior to their being field tested next Fall. If all goes as expected, you'll be receiving the materials and instructions for the review process by the end of June or early July.

Again, thank you for your help in our efforts to improve our profession.

Sincerely,

Thomas J. Walker
Project Director

TJW:jmg

END

U.S. DEPT. OF EDUCATION

OFFICE OF EDUCATIONAL
RESEARCH AND
IMPROVEMENT (OERI)

ERIC

DATE FILMED

APR 4 1988